

**POLICY COMMITTEE MEETING
REVISED AGENDA**

Date: Tuesday, March 29, 2016
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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2. Approvals	
2.1 Approval of Agenda	
2.2 Approval of Minutes	1 - 4
3. Action Items	
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3.4 Policy I-22 Admission to Schools (P. Marai)	39 - 41
4. Discussion Items	
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5.1 Administrative Procedure VI-44 Progressive Discipline and Safety in Schools (T. Pinelli)	77 - 140
5.2 Procedures for the HCDSB Elementary and Secondary Schools, K-12, ESL and ELD Programs and Services for English Language Learners (ELLs) (A. Prkacin)	141 - 145
6. Miscellaneous Information	
7. Correspondence	
8. In Camera	

9. New Business
10. Motion to Excuse Absent Committee Members
11. Motion to Adjourn/ Closing Prayer

MINUTES OF THE POLICY COMMITTEE MEETING

Tuesday, February 9, 2016

7:00 p.m.

Catholic Education Centre - Board Room
802 Drury Lane, Burlington, ON

Members Present: A. Danko A. Quinn
 A. Lantomasi D. Rabenda
 H. Karabela J. M. Rowe
 P. Marai S. Trites
 J. Michael

Staff Present: P. Dawson, Director of Education
 C. Cipriano, Superintendent of Education
 T. Overholt, Superintendent of Education
 A. Swinden, Administrator, Strategic Communications
 C. McGillicuddy, Superintendent of Education

Recording Secretary: M. Zammit

1. **CALL TO ORDER**

1.1 **Opening Prayer**

The meeting opened at 7:00 p.m. with a prayer led by P. Marai.

2. **APPROVALS**

2.1 **Agenda**

The agenda was approved as submitted.

The following motion was presented:

#P22/16

Moved by: A. Lantomasi

Seconded by: A. Quinn

RECOMMENDED, that the agenda be approved, as submitted.

CARRIED

2.2 **Approval of Minutes**

The minutes of the January 12, 2016 Policy Committee Meeting were reviewed. Minor revision to item 3.5 Policy II-19 Educational Field Trips – Outdoor Education trips was added about arrangements for students to attend Mass on the return trip back.

The following motion was presented:

#P23/16

Moved by: A. Quinn

Seconded by: S. Trites

RECOMMENDED, that the minutes of the Policy Committee Meeting held on January 12, 2016 be approved as amended.

CARRIED

3. ACTION ITEMS

3.1 Policy II-42 Medical Conditions (T. Overholt)

T. Overholt provided background for the Trustees on Policy II-42 Medical Conditions and noted that as of April 30, 2015 the Ontario Legislature passed Bill 20, Ryan's Law. As result of Bill 20 minor adjustments to the policy are required. Trustees discussed that Pediculosis is not a medical condition. T. Overholt responded and noted he would make changes to the wording.

Further discussion ensued regarding families who require financial assistance for medical needs. It was noted schools and parishes would help those in need.

Trustee H. Karabela mentioned that the word "pupil" was mentioned in the policy and suggested we change it to "student". T. Overholt added that word "pupil" in this policy is from the Education Act. It was decided that when referencing the Education Act, we won't make the change.

The following resolution was put before the Policy Committee:

#P24/16

Moved by: A. Lantomasi

Seconded by: M. Rowe

Resolved, that the Policy Committee recommends that Policy II-42 Medical Conditions be forwarded to the February 16, 2016 Regular Board Meeting for approval as presented.

CARRIED

3.2 Policy II-22 Secondary School Day (C. Cipriano)

C. Cipriano provided a brief overview of Policy II-22 Secondary School Day with a recommendation to rescind the policy as the content would be encompassed within Policy 11-07 The School Day – Elementary and Secondary. C. Cipriano noted it more user friendly to have just one policy.

The following was put before the Policy Committee:

#P25/16

Moved by: A. Quinn

Seconded by: M. Rowe

RESOLVED, that the Policy Committee recommends that Board Policy II-22 Secondary School Day be forwarded to the February 16, 2016 Regular Board Meeting with a recommendation to rescind.

CARRIED

3.3 Policy II-07 The School Day – Elementary and Secondary (C. Cipriano)

C. Cipriano presented Policy II-07 the School Day Elementary and Secondary.

Frist change to this policy is the title ("The School Day (Daily Sessions)") which is the language in the Education Act.

Second change was noted under "Principles" from item "a" to "k", the language was embed from our former Policy II-22 Secondary School Day.

Third change was noted under "School Day", item "a" The school office shall be accessible to the students and parents thirty minutes before the commencement of instruction for the day and ending fifteen minutes after classes end for the day.

Discussion ensued regarding inclement weather. C. Cipriano noted we will change the language to be more clear about inclement weather.

The following motion was put before the Policy Committee:

<p>#P26/16</p> <p><i>Moved by: A. Quinn Seconded by: H. Karabela</i></p> <p>Resolved, that the Policy Committee recommends that the Policy II-07 The School Day – Elementary and Secondary be forwarded to the February 16, 2016 Regular Board meeting for approval.</p> <p style="text-align: right;">CARRIED</p>

4. **DISCUSSION ITEMS**

4.1 **Policy II-41 Uniform (C. Cipriano)**

C. Cipriano provided background and history of Policy II-41 Uniform which was written in April 2009. C. Cipriano went over the amendments to Policy II-41 Uniform, which include:

- a majority vote (50% + 1);
- community votes are scheduled for later in the school year and will include family votes from those families with pre-registered children;
- if a youngest child in the family is in grade 7 or 8, a family is not eligible to vote;
- each community must vote on school uniforms at least once with this new policy. The uniform vote may be revisited on a three-year cycle;
- schools who have never held a school uniform vote, must hold a vote during the 2012-13 school year.

C. Cipriano noted he brought this Policy as a discussion to the Trustees as it is on its third year cycle to be reviewed and noted that our contract with the sole uniform provider expires December 2016.

Discussion ensued about having a sole provider and having the uniform throughout the board.

Trustee Karbala asked if any school after three years has gone back to no uniform. C. Cipriano noted we have not had a vote yet. Many schools are approaching to three years. A school in Oakville is talking about re-voting soon.

Further discussion ensued regarding whether or not it should go to stakeholder consultation? It was noted it needs to be consistent.

C. Cipriano stated for the next meeting he will provide the Trustees with three different providers. It was decided this item will come back for next policy meeting.

4.2 **Dress Code**

Reviewed.

5. **INFORMATION ITEMS**

5.1 **Administrative Procedure VI-79 Indoor Air Quality Investigation Process (T. Overholt)**

Reviewed.

5.2 **Administrative Procedure VI-66 Asthma (T. Overholt)**

Reviewed.

5.3 **Administrative Procedure VI- 52 After Hours School Paid Camp Activities (C. Cipriano)**

Reviewed.

6. **MISCELLANEOUS INFORMATION**
7. **CORRESPONDENCE**
There was no correspondence.
8. **IN CAMERA**
9. **NEW BUSINESS**
10. **MOTION TO EXCUSE COMMITTEE MEMBERS** (None)
11. **MOTION TO ADJOURN (C. Cipriano)**

#P27/16

Moved by: A. Lantomasi
Seconded by: A. Danko

RECOMMENDED, that the meeting adjourn.

CARRIED

The meeting closed with a prayer led by J. Michael at 8:15 p.m.

ACTION REPORT

ITEM 3.1

POLICY II-50 PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR DAY SCHOOL STUDENTS

PURPOSE:

To recommend to the Policy Committee Policy *II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students* be forwarded to the Board for approval at Second and Third Reading.

COMMENTARY:

The Halton Catholic District School believes in lifelong learning; learning that can and does occur beyond the regular school. Recognizing that Students are exposed to a variety of learning experiences outside the Ontario school system and regular day school structure this policy will offer the Prior Learning Assessment and Recognition (PLAR) challenge process as a way to recognize this learning.

The following policy has been drafted based on *Policy/Program Memorandum No. 129 and Program and Diploma Requirements (OSS) Course Sections 6.6 and 8.2*.

The draft Policy *II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students* was first presented with approval at First Reading at the January 19, 2016 Regular Board Meeting, and was released for stakeholder consultation from January 21, 2016 to February 11, 2016 (inclusively).

FEEDBACK RECEIVED:

The attached appendix "A" is feedback received for your review and consideration.

The policy is now before the Policy Committee, with a recommendation that it be forwarded to the Board of Trustees for Second and Third Reading.

Recommendation:

Resolution:

Moved by:

Seconded by:

Resolved, that the Policy Committee recommends that Policy *II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students*, be forwarded to the April 5, 2016 Regular Board Meeting for approval at Second and Third Reading.

REPORT PREPARED BY:

T. PINELLI
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Stakeholder Comments

Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students

From: Fiona Colangelo, Education Liaison, Oakville School of Classical Ballet (OSCB)

Re: Policy 11-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students

In reviewing Policy 11-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students, dated January 19, 2016, we request that the section “PRINCIPLES” be amended to clarify that once the application is obtained from the Student Services Department and forms submitted to the Principal/Guidance with the relevant documentation, the Principal/Guidance will review the application to ensure that it is complete before forwarding the application to the HCDSB Central Office who will then coordinate with the appropriate subject department head and determine whether reasonable evidence for success exists and whether the challenge should occur.

This clarification will ensure consistent and effective processing of each individual application and challenge. The Oakville School of Classical Ballet currently has students attending 4 secondary schools in the HCDSB and is expecting this number to increase as approximately 50% of our elementary students are HCDSB students.

For over 50 years, the Oakville School of Classical Ballet, has provided a long tradition in excellence in classical and contemporary ballet training. The school’s unique approach guides young dancers through the world of ballet from pre-school to professional training levels in a positive, nurturing environment. Currently, OSCB, is supporting our dancers and parents while strengthening existing relationships with elementary and secondary HCDSB schools.

The Professional (Conservatory) Programme is provided to students, in grades 6 to 12, who aspire to professional careers in classical and contemporary ballet. Students are selected on an audition basis. The curriculum includes ballet technique and pointe, character and modern dance, supported adage, repertoire, ballet history, body conditioning, anatomy, health and nutrition, and career counselling. Classes are scheduled weekdays between 1:00 – 6:00, Saturdays between 1:00 – 3:00, with rehearsals scheduled on Saturday and Sunday afternoons during performance preparations. Students participate in AMERICAN BALLET THEATRE – National Training Curriculum Examinations and Royal Academy of Dance Vocational Graded Examinations and Solo Seal, and are prepared for the International Genée Ballet Competition, Youth American Grand Prix and Prix de Lausanne.

This programme has proven to be very successful, allowing time for intense ballet training as well as maintaining a high level of commitment to academics. In order to continue their academic excellence, elementary students attend high performance programmes in local schools while secondary students take 3 courses in school and 1 on-line course each semester. Over the years, we have found that the discipline and dedication required in the ballet curriculum also translates to high academic achievement.

These students are unique in that their academic career may follow any of the “Pathways” outlined through the Ministry of Education. Successful graduates may choose college to work directly with dance companies such as George Brown College and Ballet Jorgen. Other graduates may choose university to obtain a Bachelor

of Fine Arts with a Dance major or a Bachelor of Science with a Kinesiology major. Many of OSCB graduates have gone on to professional ballet companies in either apprenticeship programmes or awarded professional contracts.

With the development and strengthening of the PLAR Programme through the HCDSB, students are offered the opportunity to challenge for course credits. A successful challenge will reward students for their commitment to both their ballet training and their academics.

**PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR
DAY SCHOOL STUDENTS****POLICY NO.:****II-50****DATE:**

January 19, 2016

APPROVED :**AMENDED :****PURPOSE**

The Halton Catholic District School Board believes in lifelong learning; learning that can and does occur beyond the regular school. Recognizing that Students are exposed to a variety of learning experiences outside the Ontario school system and regular day school structure, the Board offers the Prior Learning Assessment and Recognition (PLAR) challenge process as a way to recognize this learning.

APPLICATION AND SCOPE

Students may obtain credits towards the secondary school diploma (OSSD) for knowledge and skills that they have acquired outside of a regular secondary school. This prior learning is assessed and evaluated to determine if the student has met the provincial course expectation. Students may “challenge” a specific course for credit if they can provide evidence indicating a likelihood of success.

PRINCIPLES

- Secondary Principals will ensure that the school course calendar has a statement notifying students of the Prior Learning Assessment and Recognition process. The Principal will carry out the responsibilities as required in Policy/Program Memorandum No. 129 and OSS course sections 6.6 and 8.2.
- Students wishing to challenge a credit will obtain an application form from the Student Services Department at the beginning of the semester and submit the completed forms to the Principal with the relevant documentation by October 31st or March 31st.
- The Principal (or designate), guidance counsellors and appropriate subject department head where applicable will meet with the student and parent(s)/guardian(s) if the student is under 18 years of age to review the application, ensure it is complete and determine whether it appears that reasonable evidence for success exists and whether the challenge should occur.
- If it is agreed that the challenge should occur, the Principal and guidance counsellor will forward the package to the Superintendent of Curriculum who will facilitate distribution to the appropriate subject teacher within the board to assess the challenge application. establish a timeline for assessing the challenge for credit of a course.
- Assessments will be recorded in accordance with the Ministry of Education.

DEFINITIONS

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and credit granting process. Through the PLAR challenge process, students enrolled in Ontario secondary schools may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents to earn credits towards their secondary school diploma. Prior learning includes the knowledge and skills that students have acquired both formal and informal ways, outside of secondary school.

REQUIREMENTS**1. THE BOARD OF TRUSTEES IS RESPONSIBLE FOR:**

**PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR
DAY SCHOOL STUDENTS****POLICY NO.:****II-50****DATE:**

January 19, 2016

APPROVED :**AMENDED :**

- reviewing the Prior Learning Assessment and Recognition for Day School Students policy in accordance with the priorities in the Trustees' Multi-Year Plan and the approved review cycle; and
- understanding and communicating with members of the community about the Prior Learning Assessment and Recognition policy, as required.

2. THE DIRECTOR OF EDUCATION IS RESPONSIBLE FOR:

- Implementing and operationalizing the Prior Learning Assessment Recognition for Day School Students policy as per the requirements of Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011 and Policy/Program Memorandum 129.

3. SUPERINTENDENTS ARE RESPONSIBLE FOR:

- ensuring that Prior Learning Assessment Recognition challenge opportunities are available to all eligible students; and
- supporting the application of the Prior Learning Assessment Recognition for Day School Students policy at each school

4. SECONDARY SCHOOL PRINCIPALS ARE RESPONSIBLE FOR:

- ensuring that students are aware of the Prior Learning Assessment and Recognition (PLAR) challenge process;
- facilitating the application of the Prior Learning Assessment and Recognition for Day School Students policy; and
- ensuring that students who engage in the PLAR challenge process meet the eligibility requirements.

5. PARENTS/GUARDIANS ARE RESPONSIBLE FOR:

- supporting student compliance with the Prior Learning Assessment Recognition program requirements; and
- communicating with school staff to promote student success.

6. STUDENTS ARE RESPONSIBLE FOR:

- Complying with the Prior Learning Assessment Recognition program expectations.

APPROVED: Regular Meeting of the Board

Authorized by:

Chair of the Board

ACTION REPORT

ITEM 3.2

POLICY II-39 PROGRESSIVE DISCIPLINE

PURPOSE:

To recommend to the Policy Committee Policy *II-39 Progressive Discipline* be forwarded to the Board for approval.

COMMENTARY:

The Halton Catholic District School Board is committed to maintaining accordance with the *Education Act*.

In collaboration with Keel Cottrelle LLP revisions were made to *Policy II-39 Progressive Discipline* to reflect the current *Education Act*.

The revised Policy II-39 Progressive Discipline is placed before the Policy Committee with the following recommendation:

Recommendation:

Resolution:

Moved by:

Seconded by:

Resolved, that the Policy Committee recommends that Policy *II-39 Progressive Discipline*, be forwarded to the April 5, 2016 Regular Board Meeting for approval.

REPORT PREPARED BY:

T. PINELLI
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS

POLICY No: **II-39**
DATE: JANUARY 15, 2008
AMENDED: JUNE 29, 2010
AMENDED: NOVEMBER 20, 2012
AMENDED: JANUARY 20, 2015
AMENDED:

PURPOSE

This policy supports and encourages a safe school environment through the application of progressive discipline, intervention and consequences for student actions not in compliance with the Board's Code of Conduct and the *Standards of Behaviour* described in the *Ontario School Code of Conduct*. (~~Revised 2007 As amended~~)

This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the ~~Education Amendment Act (Progressive Discipline and School Safety) 2007, (Bill 212)~~ Education Act, as amended and:

P/PM 128: Provincial Code of Conduct and School Board Codes of Conduct
P/PM 144: Bullying Prevention and Intervention (~~revised December 2009~~)
P/PM 145: Progressive Discipline and Promoting Positive Student Behaviour (~~revised December 2009~~)
P/PM 141: School Board Programs for Students on Long Term Suspension (~~revised December 2009~~)
P/PM 142: School Board Programs for Expelled Students
Reg. 472/07: Suspension and Expulsion of Pupils – Mitigating Factors (~~revised December 2009~~)
~~Education Amendment Act (Keeping Our Kids Safe at School), 2009~~
~~Accepting Schools Act (2012)~~

APPLICATION & SCOPE

This policy applies to all students of the Halton Catholic District School Board on school property, at school/Board authorized activities, while using school authorized transportation services or in other venues or locations where an inappropriate act is considered by the principal to be detrimental to the moral tone, physical or mental well-being of the school.

PRINCIPLES

- The Halton Catholic District School Board recognizes that student conduct within our schools shall be rooted in the Gospel values and teachings of Jesus Christ, the Board's Mission Statement and Governing Values.
- The Board recognizes that students have a responsibility to resolve conflict and differences in a respectful, civil and non-violent manner.
- The Board acknowledges that a suspension:
 - i. cautions students and may deter them from continuing with or repeating unacceptable behaviour;
 - ii. prevents other students from being exposed to or involved in dangerous and damaging activities;
 - iii. disciplines students who have transgressed the rules of the school; and
 - iv. warns parents or guardians of serious discipline problems with their children.
- The Board recognizes that injurious conduct includes, but is not limited to, verbal, physical and sexual assault, disrespect, vandalism, harassment, intimidation, bullying, verbal, written or cyber bullying and threats. Appropriate consequences will be applied in accordance with the *Ontario School Code of Conduct Standards of*

Behaviour, (~~as amended Revised 2007~~) and provisions of the Education Act as amended ~~by the Progressive Discipline and School Safety Act (Bill 212), 2007 and the Accepting Schools Act (2012).~~

- The Board recognizes and affirms that the Principal, subject to the authority of the appropriate Supervisory Officer is in charge of the school and may take specific disciplinary action as outlined in the *Education Act*, Regulations and respective Board Policy and Administrative Procedures.
- The *Provincial Code of Conduct* and the Halton Catholic District School Board Code of Conduct include the following Standards of Behaviour:

Respect, Civility and Responsible Citizenship

All members of the school community must:

- demonstrate honesty and integrity;
- not swear at a teacher or at another person in a position of authority;
- promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any age, ancestry, colour, citizenship, creed, disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex, or sexual orientation;
- promote the prevention of bullying;
- respect all members of the school community, especially persons in positions of authority;
- respect and comply with all applicable federal, provincial, and municipal laws;
- respect and treat others fairly, regardless of, age, ancestry, appearance, citizenship, colour, disability, ethnic origin, gender, gender expression, gender identity, place of origin, race, religion, or sexual orientation;
- respect differences in people, their ideas, and their opinions;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- respect the rights of others;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- treat one another with dignity and respect at all times, and especially when there is disagreement.

Safety

All members of the school community must not:

- be in possession of any weapon or replica, including firearms;
- be in possession of, or be under the influence of, or provide others with alcohol, illegal and/or restricted drugs/substances;
- cause injury to any person with an object;
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school;
- commit robbery;
- commit sexual assault;
- engage in bullying behaviours;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- give alcohol to a minor;
- inflict or encourage others to inflict bodily harm on another person;
- traffic in weapons, replica, illegal and/or restricted drugs;
- use any object to threaten or intimidate another person.

REQUIREMENTS

- The *Provincial Code of Conduct*, (~~Revised 2007 as amended~~), the ~~Accepting Schools Act (2012)~~, the Halton Catholic District School Board Code of Conduct and the *Education Act* create expectations for behaviour for all persons on school property.
- It is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.
- Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.
- ~~■ In accordance with The Ontario Education Act, Regulation 298, Section 23, Subsection 4 every pupil is responsible to the principal for his/her conduct on school premises, on out of school activities that are part of the school program or while travelling on a school bus that is owned by a board or on a school bus that is under contract to a board.~~
- ~~■ To meet the goals of creating a safe, caring, and accepting school environment, the Halton Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary. The Board considers homophobia, gender based violence, and harassment on the basis of sex, gender, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviour and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.~~
- ~~■ The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.~~
- ~~■ Schools are encouraged to implement proactive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.~~
- ~~■ This policy authorizes the creation of procedures for implementation, which might include requirements described in Ministry of Education PPMs as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of Education materials and all~~

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS

POLICY No: II-39
DATE: JANUARY 15, 2008
AMENDED: JUNE 29, 2010
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AMENDED: JANUARY 20, 2015
AMENDED:

of which will be sufficient for the purposes of implementing the requirements of Ministry of Education Policy Program Memoranda.

- At the start of each term the principal shall ~~issue directives~~ communicate expectations to the students with the support of teachers in accordance with the Halton Catholic District School Board's Student Code of Conduct and Standards of Behaviour ~~regarding his/her conduct on school premises, on out of school activities that are part of the school program or while travelling on a school bus that is owned by a board or on a school bus that is under contract to a board.~~
- Principals, shall, as soon as reasonably possible, notify the parent or guardian of the pupil who the principal believes has been harmed as a result of a activity described in subsection 306(1) or 310(1) in the Education Act and the parent or guardian of any pupil in the school who the principal believes has engaged in the activity that resulted in the harm.
- ~~Principals, shall, as soon as reasonably possible, notify the parent or guardian of the pupil who the principal believes has been harmed and the parent or guardian of any pupil in the school who the principal believes has engaged in the activity that resulted in the harm.~~
- Principals must contact the parents or guardians of victims of such incidents unless:
 - the victim is 18 years old or over;
 - the victim is 16 or 17 years old and has withdrawn from parental control; or
 - in the opinion of the principal, doing so would put the victim at risk of harm from the parent.
- ~~Principals, shall, as soon as reasonably possible, notify the parent or guardian of the pupil who the principal believes has been harmed and the parent or guardian of any pupil in the school who the principal believes has engaged in the activity that resulted in the harm.~~
- Principals must develop a Safety Support Plan to support and protect the victim(s). The Safety Support Plan must include, but is not limited to, additional in-school counselling such as Child and Youth Counsellor, Social Worker, etc.
- Board employees, who work directly with students, shall respond to incidents that may have a negative impact on school climate.
 - ~~this behaviour includes but is not limited to racist or sexist comments since these are unacceptable in our schools.~~
- All Board employees shall report to the principal as soon as reasonably possible if they become aware that a student may have engaged in an activity for which the students must be considered for suspension or expulsion.
- A principal of a school can delegate his or her powers under Part XIII of the *Education Act* (Behaviour, Discipline and Safety) to a vice-principal of the school or a teacher employed in the school, per Ministry policy.
- To meet the goal of creating a safe, caring, and accepting school environment, the Halton Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.
- The Board does not support discipline measures that are solely punitive. Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary.

**PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS**

POLICY No: **II-39**
DATE: JANUARY 15, 2008
AMENDED: JUNE 29, 2010
AMENDED: NOVEMBER 20, 2012
AMENDED: JANUARY 20, 2015
AMENDED:

- This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the *Education Act*.
- See Administrative Procedure VI-44 *Progressive Discipline & Safety in Schools* for associated procedures, and reporting forms.
- See Policy III-15 Workplace Violence and Policy III-16 Workplace Harassment for related requirements.
- See Policy II-40 Bullying Prevention and Intervention for related requirements.
- See Policy II-45 and Administrative Procedure VI-54 Equity and Inclusive Education for related requirements.

POSITIVE PRACTICES:

In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, caring and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Preventative practices may include:

- Anti-bullying and violence prevention programs;
- Character education;
- Citizenship development;
- Healthy lifestyles;
- Mentorship programs;
- Restorative Practices;
- Student leadership; and
- Student success strategies.

Positive behaviour management practices may include:

- Class placement;
- Conflict resolution;
- Individual, peer and group counselling;
- Mentorship programs;
- Positive encouragement and reinforcement;
- Program modifications or accommodations;
- Safety Plans;
- School, Board and community support programs;
- Sensitivity programs; and
- Student success strategies.

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences.

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS

POLICY No: **II-39**
DATE: JANUARY 15, 2008
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AMENDED: NOVEMBER 20, 2012
AMENDED: JANUARY 20, 2015
AMENDED:

In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with *Ministry of Education* direction and *PPM 145*, will be applied, if appropriate.

PROGRESSIVE DISCIPLINE:

The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to Provincial and Board Codes of Conduct.

Progressive discipline is a whole-school approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP) and/or his/her demonstrated abilities.

The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in *Ontario Regulation 472/07*.

Progressive discipline may include early and/or ongoing intervention strategies, such as:

- Conflict mediation and resolution;
- Consultation;
- Contact with the pupil's parent(s)/guardian(s);
- Peer mentoring;
- Referral to counselling;
- Review of expectations;
- Verbal reminders;
- Volunteer service to the school community; and/or
- Written work assignment with a learning component.

Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Detentions;
- Meeting with the pupil's parent(s)/guardian(s), pupil and principal;
- Referral to a community agency for anger management or substance abuse counselling;
- Restitution for damages;
- Restorative practices;
- Transfer;
- Withdrawal from class; and/or
- Withdrawal of privileges.

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS

POLICY No: **II-39**
DATE: JANUARY 15, 2008
AMENDED: JUNE 29, 2010
AMENDED: NOVEMBER 20, 2012
AMENDED: JANUARY 20, 2015
AMENDED:

When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*, the nature and severity of the behaviour, and the impact on the school climate.

The Board also supports the use of suspension and expulsion as outlined in *Part XIII* of the *Education Act* where a pupil has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

SUSPENSION:

The infractions for which a suspension may be imposed by the principal include:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal or restricted drugs/substances;
3. Being under the influence of alcohol and/or illegal restricted drugs/substances;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;

6. Bullying which includes Cyberbullying (see Administrative Procedure VI-44);

6-7. Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board:

7-a) Any act considered by the principal to be injurious to the moral tone of the school;

8-b) Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or

9-c) Any act considered by the principal to be contrary to the Board or School Code of Conduct including but not limited to the following:

- academic dishonesty – attempting to deceive by cheating, copying or plagiarizing
- defiance – refusal to comply with persons in authority
- disorderly conduct – persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school
- explosive devices – use of or possession of explosive devices
- extortion – to take money, homework or property under threat of harm or duress
- fire setting, bomb threat, fire alarm – setting a fire or an act that places individuals, property or community at risk
- harassment – repeated comments or conduct that is known or ought to be known as unwelcome
- hate crimes – words or actions considered offensive in reference to a person's age, appearance, culture, disability, gender, race, or religion
- smoking on school property – violation of the Tobacco Control Act
- theft – taking, possessing property without the permission of the owner
- trespass – unauthorized presence on school property

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS

POLICY No: **II-39**
DATE: JANUARY 15, 2008
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AMENDED:

- truancy – persistent unexplained absence
- vehicle use – reckless or dangerous use of a vehicle, e.g. car, bicycle, motorcycle, etc.

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

MITIGATING AND OTHER FACTORS:

Before imposing a suspension, the principal, as required by the *Education Act*, must consider any mitigating and other factors as set out in the Student Discipline Procedures. For the purpose of the Student Discipline Procedures, the Board interprets the provisions of the *Education Act* and Regulations consistent with the *Ontario Human Rights Code*.

EXPULSION:

In the case of suspension pending expulsion, mitigating and other factors shall be taken into account in determining the duration of the ~~expulsion~~ suspension.

A principal shall suspend a pupil and shall consider whether to recommend expulsion if s/he believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate.

1. Possessing a weapon, including possessing a firearm or a replica;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or replica, illegal or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. Bullying, if,
 - i. the pupil has previously been suspended for engaging in bullying, and/or
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.

iii. Any activity listed in subsection 306 (i) that is motivated by age, bias, colour, gender expression, gender identity, mental or physical disability, language, national or ethnic origin, prejudice or hate based on race, religion, sex, sexual orientation, or any other similar factors;

~~9.~~ 9. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled:

~~10.a)~~ An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;

**PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS**

POLICY No: **II-39**
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AMENDED:

- ~~11.b)~~ A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- ~~12.c)~~ Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- ~~13.d)~~ Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- ~~14.e)~~ The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
- ~~15.f)~~ Any act considered by the principal to be a serious violation of the Board or School Code of Conduct.

MITIGATING FACTORS AND OTHER FACTORS:

~~Before imposing a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating factors as set out in the Student Discipline Procedures.~~

~~If the~~ Where a principal imposes a suspension pending an investigation to determine whether to recommend expulsion, the Principal must consider any mitigating and other factors as set out in the Student Discipline Procedures in determining whether to recommend an expulsion from the pupil's school or from all schools of the Board, as required by the *Education Act*. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to 1) confirm the suspension and its duration; 2) confirm the suspension but shorten the length of the suspension duration; or withdraw the suspension and expunge the record of suspension.

For the purpose of the Student Discipline Procedures, the Board interprets the provisions of the *Education Act* and Regulations consistent with the *Ontario Human Rights Code*.

PRINCIPAL INVESTIGATION:

Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal must complete an investigation, as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*.

SUSPENSION APPEAL

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS

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AMENDED: JANUARY 20, 2015
AMENDED:

APPEAL OF BOARD DECISION TO EXPEL

The adult pupil or the pupil's parent/guardian may appeal a Board decision to expel the pupil to the Child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of school Board decisions to expel pupils.

The decision of the Child and Family Services Review Board is final.

SUPERINTENDENT RESPONSIBLE FOR STUDENT DISCIPLINE

The Superintendent Responsible for Student Discipline shall have the powers and duties outlined in the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*.

DISCIPLINE COMMITTEE:

The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Student Discipline Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.

The Discipline Committee shall have the powers as set out in the *Education Act* and any other powers to implement any appropriate order.

PROGRAMS FOR SUSPENDED AND EXPELLED STUDENTS:

Programs will be provided for all students suspended for a period of 6 – 20 days. A program will be provided for all expelled students expelled from all schools of the Board (see Administrative Procedure VI-44).

In continuing to promote Gospel values, all programs must include a spiritual/Catholic component, at the appropriate level of student need and understanding.

REPORTING OF VIOLENT INCIDENTS:

**PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS**

POLICY No: **II-39**
DATE: JANUARY 15, 2008
AMENDED: JUNE 29, 2010
AMENDED: NOVEMBER 20, 2012
AMENDED: JANUARY 20, 2015
AMENDED:

The Board shall report the total number of violent incidents on an annual basis to the Ministry of Education through the Ontario School Information System (OnSIS).

The Board will collect and analyse data on the nature of violent incidents to support the development of Board policies and to inform Board and school improvement plans.

APPROVED: Regular Meeting of the Board

Authorized by:
 Chair of the Board

ACTION REPORT

ITEM 3.3

**POLICY I-02 RECORDS AND INFORMATION MANAGEMENT,
POLICY I-07 PROTECTION OF PRIVACY AND POLICY I-30 VIDEO SURVEILLANCE**

PURPOSE:

To recommend to the Policy Committee, *Policy I-02 Records and Information Management, Policy I-07 Protection of Privacy and Policy I-30 Video Surveillance* be forwarded to the Board for approval at second and third reading

COMMENTARY:

The Halton Catholic District School Board (HCDSB) is committed to supporting the appropriate use of the personal information it collects, uses, discloses, retains and disposes of in accordance with the *Education Act*, the *Municipal Freedom of Information Act* (MFIPPA) and the *Personal Health Information Protection Act* (PHIPA).

The Board collects personal information from students in order to record their progress through our school system. These records are considered vital information holdings.

The Board also collects information about the strategic, financial, operational decisions it makes, from the day-to-day management, its medium and long term goals and objectives.

These records document the life of the Board. Some are permanent, like the minutes of the Board meetings, some are kept for a specific period, such as financial records and employment records, and some records, such as draft documents, have a transitory or temporary use to the Board.

Each of the policies, Records and Information Management (I-02), Protection of Privacy (I-07) and the Video Surveillance Policy (I-30) have been drafted based on the requirements under each of the Acts, as well as the Ministry of Education - Ontario Student Records (OSRs) guidelines and the principles of the Information and Privacy Commissioner of Ontario.

The Privacy, Records and Information Management policies are the cornerstones of the Board's privacy information and records management program. Each of the policies provide an overview of our responsibilities regarding the creation, collecting, use, disclosure, retention and disposal of information held by the organization.

These policies provide students and the community at large with a tool to monitor our compliance and access their personal information, as well as, other Board records.

These policies were presented at the December 8, 2015 Policy Committee Meeting with a recommendation to be passed in first reading. It went out for stakeholder input from December 11, 2016 to January 15, 2016. The attached appendix "B" is feedback received for your review and consideration.

Policy I-02 Records and Information Management, Policy I-07 Protection of Privacy and Policy I-30 Video Surveillance are placed before the Policy Committee with the following recommendation:

RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Policy Committee recommends that Policy I-02 Records and Information Management, Policy I-07 Protection of Privacy and Policy I-30 Video Surveillance, be forwarded to the April 5, 2016 Regular Board Meeting for approval at second and third reading.

REPORT PREPARED BY

T. MCKINNON
MANAGER, PRIVACY AND RECORDS INFORMATION MANAGEMENT

SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Stakeholder Comments

POLICY I-02 RECORDS AND INFORMATION MANAGEMENT

From: OECTA Elementary Unit
13/01/2016 2:23 PM

Thank you for the opportunity to review Policy 1-02. So long as it is in accordance with the legislation, Ontario Statutes and the Collective Agreements, the Association is reserving its right to file any grievances in how the board administers and applies the policy.

The following are questions that the Association has. We would appreciate responses of the appropriate individual to address these concerns:

Re: 4 f - How are the records managed to protect privacy and confidentiality?

Re: 5 e - What programs are used to ensure privacy and security of records and information?

What level of security does it employ?

How often are software, firewalls, etc. and personnel updated?

POLICY I-07 PROTECTION OF PRIVACY

From: OECTA Elementary Unit
13/01/2016 2:18 PM

Thank you for the opportunity to review Policy 1-07. So long as it is in accordance with the legislation, Ontario Statutes and the Collective Agreements, the Association is reserving its right to file any grievances in how the board administers and applies the policy.

The following are questions that the Association has. We would appreciate responses of the appropriate individual to address these concerns:

How is information destroyed to ensure that there is no/will be no breach of privacy?

POLICY I-30 VIDEO SURVEILLANCE

From: OECTA Elementary Unit
13/01/2016 2:13 PM

Thank you for the opportunity to review Policy 1-30. So long as it is in accordance with the legislation, Ontario Statutes and the Collective Agreements, the Association is reserving its right to file any grievances in how the board administers and applies the policy.

Please note the following concerns:

Both staff rooms and classrooms are not regularly open to the general public and therefore are not considered public areas in school buildings. There is an expectation of privacy in these areas. When these areas are open to the general public, the board, school administration and staff put special precautionary measures in place.

Furthermore, all HCDSB teachers sign off yearly on criminal reference checks and vulnerable sector screenings. The board has done its due diligence where staff is concerned, with regard to safety and security, implementing this practice.

In the elementary panel students are not of the age where they can consent to be recorded in any manner or for any purpose.

The Association considers any attempt to record teachers in these "closed" areas a violation of privacy. In addition, recordings of any manner during meetings (in person, by phone conversation, Skype, etc.) must have prior written, explicit notification provided and again at the commencement of the meeting to receive consent of all parties. If consent is not given by a teacher he/she will not be disciplined, disadvantaged nor discriminated against in any manner.

Finally under #3, "Application and Scope"; the Association opposes any covert surveillance because it is an invasion of personal privacy. The board should seek to optimize other forms of obtaining information without violating a person's privacy.

The following are questions that the Association has. We would appreciate responses of the appropriate individual to address these concerns:

How will personnel who are authorized to implement video surveillance in the discharge of their duties be trained and have training updated to ensure compliance with the legislation and privacy rights of teachers?

PURPOSE

The Halton Catholic District School Board (HCDSB) is committed to managing records and information, paper and electronic, in a disciplined, coordinated and strategic manner. The purpose of this policy is to establish requirements to protect the legal, fiscal, and other interests of the Board and the public in managing records and information safely and securely, for as long as they are required.

POLICY STATEMENT

The Board is committed to instituting and maintaining a comprehensive Records and Information Management (RIM) program for the systematic creation of records and information that is accurate, authentic, reliable, trustworthy, accountable and consistent with applicable legislation and the guidelines of the Privacy and Information Management (PIM) toolkit.

APPLICATION AND SCOPE

All records and information received, created and maintained within administrative departments and schools support the Board's day-to-day business operations. As such, they are the property of the Board and subject to this policy.

This policy applies to:

1. All records within the custody or under the control of the Board and addresses all aspects of Board operations and all records created and/or received in the day-to-day business operations of a school or the Board regardless of the medium in which those records are stored and maintained. It ensures that records are available as evidence of Board functions and activities and support the operating requirement.
2. All business applications and information technology (IT) systems used to create, store and manage records and information includes email, database applications and websites.
3. All Board staff and to third party contractors or agents who collect or receive records and information on behalf of the Board. All staff shall be responsible and accountable for creating, maintaining accurate business records within their control in accordance with the Board's RIM program.

Legislative Responsibility:

Record keeping practices must comply with the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Canada Evidence Act*, the *Ontario Evidence Act*, *Personal Health Information Protection Act* (PHIPA), Ministry of Education Ontario Student Record, (OSR) Guideline, 2000, other Federal and Provincial Legislation, and the Privacy and Information Management toolkit. All general information in the custody and/or control of the Board that is not confidential or otherwise exempt shall be publicly accessible.

Education Act – This is the administrative statute under which all Ontario school boards must operate. The Act sets out provisions for the creation and maintenance of the pupil record (s.265 (1) and s. 266) and for the establishment of a records management program (s. 171 (38)).

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) – addresses issues of disclosure of records under the custody and/or control of a school board, as well as the, collection, use, and disclosure of records containing personal information. MFIPPA also regulates the collection, use, disclosure and accuracy of personal information stored in records and creates a process for obtaining access to recorded information.

Personal Health Information Protection Act (PHIPA) – PHIPA addresses the collection, use, disclosure, retention and destruction of personal health information

Canada Evidence Act – The Act sets out how Records Information Management may be used as evidence in legal proceedings in a court matter, under federal jurisdiction.

Ontario Evidence Act – The Act sets out how Records and Information Management may be used as evidence in legal proceedings in an Ontario Court.

Other Statutory Provisions – the table of laws and citations with retention requirements for school boards provides a listing of other statutory provisions contained in the laws of Canada and Ontario that may affect the creation and retention of school board records.

Privacy and Information Management (PIM) toolkit – a tool created for school board members to identify to develop and maintain a privacy standard and a records and information management program that meets the unique needs and requirements of school boards.

The OSR Guideline is the record of a student's educational progress through schools in Ontario. The Education Act requires the principal of a school collect information "for the inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer, and dispose of the record".

REFERENCES

Privacy Policy I-07

Video Surveillance Policy I-30

Education Act

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

Personal Health Information Protection Act (PHIPA)

Canada Evidence Act

Ontario Evidence Act

Privacy and Information Management (PIM) Toolkit

Ontario Student Record (OSR) Guideline

DEFINITIONS

Record - any record of information however recorded, whether in printed form, on file, by electronic means or otherwise and includes:

- Correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial, or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and
- Subject to the regulations, any record that is capable of being produced from a machine-readable source, under the control of an institution by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the institution (document).

Records Management - the efficient creation, processing, retrieval, storage, and disposal and/or destruction of information

Records Centre - the area provided to store retired and archived records and other Board memorabilia whose frequency of reference does not warrant their retention in expensive office space and equipment.

Records Inventory - a systematic listing of the records in a given area

Records Lifecycle – is the stages of a record throughout its lifetime:

- The creation or when a record is received;
- The Active record, when we are using it;
- The Inactive record, when a record is used infrequently and may be stored in on site or off-site; and
- Disposal, when a record is securely destroyed, or is deemed to have an ongoing value to the organization and is archived for reference.

Records Series - the technical name given to a group of related records filed as a unit that are organized into a pattern or arrangement which permits evaluation as a unit for retrieval and for retention scheduling purposes.

Head - the individual that is designated by the Board to act as the head for the purposes of the *Municipal Freedom of Information and Protection of Privacy Act*.

File plan - a set of standardized regulations regarding the administration of school and departmental filing systems

Personal Information - recorded information about an identifiable individual including;

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

Business record - any documents that are made or received in connection with the transaction of public business of the Board that conveys information regarding decisions or other business activities or are associated with business programming, policies, legal or financial requirements, such as agreements/contracts, financial documents, approvals, meeting minutes.

Active records - is a record that is current. It is a record that is being referred to and used on a regular basis.

Inactive record - is a record that has fulfilled its active status. These records are referred to infrequently but must be retained temporarily or permanently due to legal, fiscal, administrative or archival value. Inactive records are generally stored at the Board's off-site Records Centre.

Vital records - are required to continue or resume business following an emergency or disaster. Each department will have records that are vital to their day-to-day operations

Archival records - are those that have permanent historical value. An example of archival records are Board meeting minutes.

Records retention refers to the length of time in which records are retained.

Retention Schedule - is a list of all the record classifications and their corresponding retention periods. The schedule also identified which records are deemed vital, which are archival, and who is the responsible department or official record holder.

PRINCIPLES

1. Record keeping practices must comply with the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), the *Personal Health Information and Protection Act* (PHIPA), the *Education Act*, the *Ontario Evidence Act*, the *Canada Evidence Act*, and other statutory provisions, as well as the guidelines from the Privacy and Information Management (PIM) toolkit developed by the PIM taskforce, 2008.
2. Information is readily available and accessible for as long as it is required:
 - a. Information to support evidence of communications, actions and decisions is routine recorded and stored.
 - b. Information is accessible to staff who require it in the performance of their duties and are authorized to access it.
 - c. Information is shared across the organization and with social agencies in accordance with operational needs and statutory provisions.
 - d. Information is managed throughout its life cycle regardless of format.
 - e. Rules are established for the organization, storage, retrieval and destruction of records.
 - f. Plans and practices to actively make records available to the public are in place, and records are available to the public by request, subject to the statutory requirements.
3. Accountability for managing information in the custody and control of the organization is clearly defined, communicated and monitored:
 - a. Accountability for creating a record of business decisions and transactions and for maintaining corporate memory is clearly established and monitored;
 - b. Roles and responsibilities for staff are articulated and understood for all management of information activities;
 - c. Core competencies relating to managing information are identified and training is provided; and
 - d. Performance of managing information held by the Board.
4. Risks to information are managed and practices and processes are in place to protect information assets:
 - a. Risks to records management are identified and managed;
 - b. Practices are in place to protect confidential, sensitive, and personal information from unauthorized collection, use, disclosures or destruction;
 - c. All records are managed to meet rules of evidence and legal discovery;
 - d. Contractual arrangements include provisions for the protection and appropriate use of records to mitigate risks;
 - e. Records are managed in order to support business continuity and recovery in the event of disaster; and
 - f. Records are managed to protect privacy and confidentiality.
5. Records management meets the needs of staff and stakeholders. Records management is timely, accurate, reliable, and relevant, has integrity and is easy to use:
 - a. Processes are in place to ensure that records management is accurate, timely, reliable and easy to use;
 - b. Records management is planned and managed;
 - c. Records are managed appropriately throughout the entire life cycle of the record – creation, capture and collection; organization; storage, access and use; and disclosure and disposition (destruction, archival selection or permanent retention);

- d. Plans are in place to leverage the value of records management by combining it with records management from other internal or external sources, in accordance with statutory provisions to improve programs and services; and
 - e. Processes and technology supports are in place to ensure appropriate access to records and tracking of who has modified or accessed confidential records.
6. Coordinated planning for records management is linked to organizational goals, objectives and financial planning:
- a. Records management practices are included in all program planning;
 - b. Records management is coordinated across the organization – schools and departments;
 - c. Records management is planned to support continuous service and disaster recovery; and
 - d. Records management is integrated into succession plans to ensure the capture and maintenance of corporate history.
7. Records management is integrated with program planning and other business processes:
- a. Records management practises are a component of program and project management; and
 - b. Records management is integrated across the organization to support organizational objectives.
8. A Records Retention Schedule is the official schedule for the HCDSB. It will outline retention of Board records according to their administrative, fiscal, legal, research and archival value. It will include records that must be retained according to legislation and/or Board procedures and a notation of the archival/historical importance of each record series where appropriate. The Records Retention Schedule will be updated annually.

Responsibilities

All Board employees are responsible for the records and information they create and maintain to support the business operations of the Board. They must ensure compliance with the Board's policy and procedures in the management of Board records.

APPROVED:

Regular Meeting of the Board

Authorized by:.....

Chair of the Board

PURPOSE

The Halton Catholic District School Board (HCDSB) is committed to the protection of privacy and complies with all pertinent provisions in the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, (MFIPPA), the *Personal Health Information Protection Act* (PHIPA), and any other applicable privacy legislation. HCDSB also complies with the Ministry Guidelines for the Ontario Student Records (OSRs), Privacy by Design (PbD) by the Ontario Information and Privacy Commissioner, as well as, the Privacy and Information Management (PIM) toolkit, by the PIM taskforce, 2008.

POLICY

It is the policy of the HCDSB to collect, use, retain and dispose of personal information in the course of meeting its statutory duties and responsibilities. The Board is committed to the protection of privacy of individuals with respect to personal information that is in its custody and/or under its control.

Personal information collected by the Board will have a specific purpose, will be kept in a secure manner. The Board further commits that personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law and will be disposed of when it is no longer needed and in accordance with, MFIPPA, PHIPA, and the HCDSB Retention Schedule.

APPLICATION AND SCOPE

This policy applies to all Halton Catholic District School Board staff who collect, use, retain, and disclose personal information related to students and Board employees, and to operations and procedures in all facilities within the Halton Catholic District School Board.

REFERENCES

The *Education Act*

The *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA)

The *Personal Health Information Protection Act* (PHIPA)

Ontario Student Record Guidelines – Ministry of Education

Privacy and Information Management toolkit – (PIM) – developed by the PIM Taskforce

Video Surveillance Policy – I-30

Video Surveillance Procedure

Records Management Policy – I-02

Records Management Procedure

Privacy Breach Protocol

DEFINITIONS

Act - means the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).

Consistent Purpose – means the individual to whom the information relates might have reasonable expectations regarding the use and disclosure of their personal information.

Control (of a record) – means the power or authority to make a decision about the use or disclosure of a record.

Custody (of a record) – means the keeping, care, watch, preservation or security of a records for a legitimate business purpose. While physical possession of a record may not always constitute custody, it is the best evidence of custody.

Destruction is the physical disposal of records by means of shredding, disintegrating or recycling including the electronic disposal of data by means of deletion and overwriting. This also includes the destruction of data residing on computers and electronic devices supplied or paid for by the Corporation.

Head - the individual that is designated by the Board to act as the head for the purposes of the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).

Information and Privacy Commissioner (IPC) means the Information and Privacy Commissioner of Ontario (Commonly referred to as the IPC). The IPC hear appeals of decisions made by the Head of an institution, issues binding orders, conducts privacy investigation and has certain powers relating to the protection of Personal Privacy.

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) means the legislation that governs access to and the privacy of Board records containing personal information.

Personal Health Information Protection Act (PHIPA) means the legislation that governs the access to and the privacy of health records held by the Board.

Personal Health Information means identifying information about an individual in oral or recorded form, if the information:

- Relates to the physical or mental health of the individual, including information that consists of health history of the individual's family;
- Relates to the providing of health care to the individual, including the identification of a person as a provided or health care to the individual;
- Is a plan of service within the meaning of the *Home Care and Community Services Act*, 1994 for the individual;
- Relates to payment or eligibility for health care, or eligibility for coverage for health care, in respect to the individual;
- Relates to the donation by the individual of any body part or bodily substance of the individual or is derived from the testing or examination of any such body part of a bodily substance;
- The individual's health number; or
- Identifies the individual's substitute decision maker(s).

Personal Information - recorded information about an identifiable individual including;

- Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual;
- Information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved;
- Any identifying number, symbol or other particular assigned to the individual;
- The address, telephone number, fingerprints or blood type of the individual;

- The personal opinions or view of the individual except if they relate to another individual;
- Correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence;
- The views or opinions of another individual about the individual; and
- The individual's name if it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual.

Privacy Breach means an incident involving unauthorized disclosure of personal information, including it being stolen, lost or accessed by unauthorized persons.

Privacy by Design (PbD) is the privacy standard developed by the Information and Privacy Commissioner of Ontario that the Board will utilize to build privacy and data protection, into the design specification and architecture of information and communications systems and technologies at the beginning, in order to facilitate compliance with privacy and data protection principles.

Privacy Impact Assessment (PIA) is the process for identifying, assessing and mitigating the privacy risks of a business process or technology tool. The Board develops and maintains PIAs for all new and/or modified programs that involve the use of personal information or personal health information for an administrative or operational purpose.

Record - any record of information however recorded, whether in printed form, on file, by electronic means or otherwise and includes:

- Correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial, or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and
- Subject to the regulations, any record that is capable of being produced from a machine-readable record under the control of an institution by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the institution (document)

Retention Period is the period of time during which a specific record or record series must be kept before records in that series may be disposed of.

Retention Schedule - is a list of all the record classifications and their corresponding retention periods. The schedule also identified which records are deemed vital, which are archival, and who is the responsible department or official record holder.

PRINCIPLES/REQUIREMENTS

1. The Board is committed to the protection of privacy and recognizes that all employees are responsible for the protection of personal, confidential and sensitive information entrusted to them:
 - a. In accordance with MFIPPA and PHIPA, employees of the Board responsible for collecting personal information on private individuals and other Board employees, will do so in accordance with the applicable Act, and to the best of their abilities and knowledge, ensure the accuracy of that information.

2. All records, regardless of their physical form or characteristics are the property of the Board and subject to its control:
 - a. Control shall be exercised over the creation, distribution, utilization, retention, storage, retrieval, protection, preservation and final disposition, in accordance with the appropriate legislation.
3. The public has a right of access to information of a publicly funded institution.
4. The Board recognizes its responsibility to raise awareness on matter of public trust and confidence with respect to privacy.
5. The Board acknowledges that a privacy culture needs to be embedded into daily practices to support the needs and expectations of parents, students, and staff with respect to information security and the protection of personal information.
6. The Board recognizes the importance of establishing a protocol to respond when there has been a potential breach of privacy.
7. An individual has the right to personal privacy with respect to records in the custody and/or control of the Board.
8. Personal information may only be obtained as authorized under the Act and used for the specific purpose for which it was gathered. The management and safekeeping of such information is the responsibility of each designated employee. Confidentiality must be protected by each employee who is authorized to have access to the information for the purpose for which it was collected including but not limited to personal program management, the provision of personnel services and administrative services to the files.
9. Access to an individual's personal information can be gained during normal business hours, upon appointment and is available to:
 - a. The individual, in the presence of the appropriate manager or supervisory officer;
 - b. Other parties, such as legal counsel for the individual, with the specific written consent of the individual;
 - c. An employee's Principal, or in the case of other administrative and support staff, the supervisor, in the presence of the Supervisory Officer or Manager of Human Resources; and/or
 - d. Supervisory Officers or the Board's legal counsel, subject to approval of the Director, or the appropriate Superintendent;
10. Copies of any personal information will only be provided to the individual or his/her agent with the specific written consent of the individual. A record of all such transactions must be kept in the file where the information resides.
11. Any specific personal or sensitive information on private individuals or employees shall be provided to the members of the Board **only** through the Director of Education, if required as part of the Trustees' decision making function. Any information provided shall be supplied in accordance with the specified Act.
12. Any personal information of a private individual or employee that is no longer required for either administrative, financial, legal or historical purposes and its retention is not regulated by any statute, may be destroyed in a confidential manner.

APPROVED: Regular Meeting of the Board

Authorized by:.....
Chair of the Board

DRAFT

POLICY NO:	I-30
DATE:	September 7, 2004
AMENDED:	October 16, 2007
AMENDED:	September 18, 2012
AMENDED:	December 15, 2015

PURPOSE

The Halton Catholic District School Board (HCDSB) is committed to the protection of privacy and complies with all pertinent provisions in the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, (MFIPPA), the *Personal Health Information Protection Act* (PHIPA), the *Safe Schools Act* and any other applicable privacy legislation. HCDSB also complies with the Ministry Guidelines for the Ontario Student Records (OSRS), Privacy by Design (PbD) and the Guideline for Video Surveillance and Cameras in Schools by the Ontario Information and Privacy Commissioner, as well as, the Privacy and Information Management (PIM) toolkit, by the PIM taskforce, 2008.

POLICY

It is the policy of the HCDSB to collect, use, retain and dispose of personal information in the course of meeting its statutory duties and responsibilities. The Board is committed to the protection of privacy of individuals with respect to personal information that is in its custody and/or under its control.

Personal information collected by the Board will have a specific purpose, will be kept in a secure manner. The Board further commits that personal information will not be used or disclosed for purposes other than those for which it was collected except with the consent of the individual or as required by law and will be disposed of when it is no longer needed and in accordance with, MFIPPA, PHIPA, and the HCDSB Retention Schedule.

APPLICATION AND SCOPE

1. This policy applies to all Halton Catholic District School Board staff who collect, use, retain, and disclose personal information related to students and Board employees, and to operations and procedures in all facilities within the Halton Catholic District School Board.
2. This policy applies to the operation of any video system installed on any Board site for the purpose of surveillance.
3. The Board reserves the right to consider and employ lawful “covert surveillance” on a case by case basis in consultation with the appropriate police service.
4. The video taping of school events such as graduation, theatrical productions or other similar events by the parents and families of students is considered acceptable and is not addressed by this policy.
5. Authorized videotaping for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

DEFINITION

Act - means the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).

Consistent Purpose – means the individual to whom the information relates might have reasonable expectations regarding the use and disclosure of their personal information.

Control (of a record) – means the power or authority to make a decision about the use or disclosure of a record.

POLICY NO:	I-30
DATE:	September 7, 2004
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Personal Information - recorded information about an identifiable individual including:

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

Privacy by Design (PbD) is the privacy standard developed by the Information and Privacy Commissioner of Ontario that the Board will utilize to build privacy and data protection, into the design specification and architecture of information and communications systems and technologies at the beginning, in order to facilitate compliance with privacy and data protection principles.

Record - any record of information however recorded, whether in printed form, on file, by electronic means or otherwise and includes:

- Correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial, or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and
- Subject to the regulations, any record that is capable of being produced from a machine readable record under the control of an institution by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the institution (document).

Retention Period is the period of time during which a specific record or record series must be kept before records in that series may be disposed of.

POLICY NO: I-30
DATE: September 7, 2004
AMENDED: October 16, 2007
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Retention Schedule - is a list of all the record classifications and their corresponding retention periods. The schedule also identified which records are deemed vital, which are archival, and who is the responsible department or official record holder.

Video Surveillance Systems: A video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals in school buildings and on school property. (In schools this would usually include analog video, digital and closed-circuit camera systems.)

PRINCIPLES

1. The Board recognizes that the promotion of a safe and secure learning environment is in the best interest of students, staff and the general public.
2. The Board recognizes that the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) governs the collection of personal information, including the images captured on a video surveillance system.
3. The Board, in the development of this policy, referenced the Information and Privacy Commissioner/Ontario Guidelines for Using for Video Surveillance, released October 6, 2015.
4. The Board recognizes that the utilization of video surveillance systems as a complement, not to replace, other means to create a safe and secure learning environment.
5. The following personnel are authorized to implement video surveillance system in the discharge of their duties:
 - a. Principals (or a person designated by the Principal)
 - b. Board Supervisor Officers
 - c. Director of Education
 - d. The Superintendent of Facilities Services has the overall responsibility for the Board video surveillance program
6. Notice signs shall be installed at all properties with video surveillance systems, in accordance with the notification requirements of MFIPPA. Signs will be prominently displayed so the public has reasonable and adequate warning that surveillance is or may be in operation before entering the area.
7. The closed circuit television (CCTV) system within Board facilities may operate continuously. All recorded images are the property of the Board.
8. Cameras will not monitor areas where students and staff have an expectation of privacy, such as change rooms and washrooms.
9. Where applicable and appropriate, this policy shall be incorporated into training and orientation programs of the Board.

APPROVED: Regular Meeting of the Board

Authorized by:
Chair of the Board

ADMISSION TO SCHOOLS, ELEMENTARY AND SECONDARY**POLICY NO:****I-22****MARCH 26, 1996****I-22****JUNE 16, 1998****DATE:****APRIL 25, 2000****AMENDED:****DECEMBER 19, 2000****AMENDED:****MAY 3, 2011****AMENDED:****OCTOBER 16, 2012****AMENDED: :****OCTOBER 2015****SCHEDULED FOR REVIEW:****PURPOSE**

To provide direction on the process for the admission of Catholic students to the elementary and secondary schools of the Halton Catholic District School Board.

APPLICATION AND SCOPE

This policy applies to all students registering for the first time in elementary and secondary schools under the jurisdiction of the Halton Catholic District School Board.

PRINCIPLES

- The Halton Catholic District School Board has a mandate to provide Catholic education to the students registered in its schools.
- The Ministry of Education recognizes the right of Catholic schools to provide Catholic education.
- Catholic school ratepayers expect that Catholic faith and culture permeates everything that happens within the Catholic school.
- The Halton Catholic District School Board believes that its Admissions Policy must respect the constitutional rights of Catholic ratepayers in order to maintain the Catholicity of our schools.
- The Education Act, Section 136, allows for any student to enrol in a Catholic secondary school regardless of their religion.

- The Halton Catholic District School Board believes in maximizing enrolment in our schools and keeping local Catholic schools open.

REQUIREMENTS - ELEMENTARY

- a. Students registering for the first time in the Halton Catholic District School System shall be required to produce proof of age and a Catholic Baptismal Certificate of the Roman or Eastern Rite.
- b. If the child has no Roman/Eastern Rite Catholic baptismal certificate, the child may be admitted if one parent can provide a Roman/Eastern Rite Catholic baptismal certificate.
- c. If the child has no Roman/Eastern Rite Catholic baptismal certificate, and neither parent can provide a Roman/Eastern Rite Catholic baptismal certificate, the parents shall be provided with the name and

MARCH 26, 1996

JUNE 16, 1998

APRIL 25, 2000

DECEMBER 19, 2000

MAY 3, 2011

OCTOBER 16, 2012

OCTOBER 2015

DATE:

AMENDED:

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SCHEDULED FOR REVIEW:

telephone number of the appropriate pastor in order to assist the parents in obtaining a valid baptismal certificate, or in order to make the preparations for the child to be received into the Catholic Church through Baptism.

A letter from the proper pastor (or his delegate) recommending a student for admission to a Catholic School is acceptable in lieu of a Baptismal Certificate. The proper pastor is the pastor of the parish to which the family belongs by territory or registration as in the case of a "national" parish. With the support of the Catholic Parish Priest, the Director of Education may make a determination to approve the admission of a non-Catholic child on a conditional basis

- d. Students shall be admitted on condition that the parent provides a Catholic baptismal certificate or the letter from the Director of Education on the first day of school for a child or on a date agreed upon between the principal and the parent.
- e. The letter from the parish priest should state that the parent wants their child educated in the Catholic school and is prepared to follow through on having the child baptized.

■ Parts A to E shall not be required if the utilization rate falls below 90% at a given school.

■ Schools shall post if they are open-access or not.

■ All students shall participate in religion education and school functions regardless if they are Catholic or not.

- Students shall be admitted to Junior Kindergarten in September of any school year provided that they will reach the age of four on, or before December 31st, in that same calendar year.
- Students shall be admitted to Kindergarten in September of any school year provided that they reach the age of five on, or before December 31st, in that same calendar year.
- Students shall be admitted to Grade 1 in September of any school year, provided that they reach the age of six on or before December 31st, in that same calendar year.
- The school shall complete all required registration forms.
- Requests for elementary school admission that do not meet the requirements of this policy and have extenuating and compelling family circumstances should be submitted in writing to the Director of Education.

REQUIREMENTS – SECONDARY

- Students from the Halton Catholic District School Board Elementary Schools will follow registration

ADMISSION TO SCHOOLS, ELEMENTARY AND SECONDARY**POLICY NO:****I-22****MARCH 26, 1996****JUNE 16, 1998****APRIL 25, 2000****DECEMBER 19, 2000****MAY 3, 2011****OCTOBER 16, 2012****OCTOBER 2015****DATE:****AMENDED:****AMENDED:****AMENDED:****AMENDED:****AMENDED:****SCHEDULED FOR REVIEW:**

procedures for admission to Catholic Secondary Schools

- Students registering for the first time with the Halton Catholic District School Board shall make application with the Principal of the Catholic Secondary School.
- The student shall be interviewed by the administration of the Catholic secondary school to determine reasons for seeking admission.
- Refer to Policy II-34 "Participation in Programs and Courses of Study in Religious Education".

Administrative Procedures for this policy are found in VI-19 "Elementary and Secondary School Student Admission.

APPROVED:

Regular Meeting of the Board

AUTHORIZED BY:

.....
Chair of the Board

PURPOSE

The Halton Catholic District School Board ("the Board") is committed to creating and maintaining a healthy work environment for all employees. The Attendance Support Program is designed to assist employees experiencing frequent absences from work due to illness or injury.

APPLICATION AND SCOPE

This policy applies to all Board employees. This includes all employees represented by CUPE Local 2888, 3166, 4605, 5200, 5200 Unit B, OECTA Elementary and OECTA Secondary, APSSP and all non-union and Management employees.

The focus of this program is to understand and offer support to employees whose absences are beyond the scope of their control (referred to as non-culpable absences). Culpable absences (absences which are in the control of the employee) will be dealt with through the Board's progressive discipline procedure.

PRINCIPLES

The Halton Catholic District School Board is committed to providing a learning and working environment that is safe, harmonious and sensitive to the needs and well-being of the individual employee and student.

It is the policy of the Board to ensure conduct in its workplaces is in accordance with the gospel values of Jesus Christ, the Board's Mission and Vision Statement, and Guiding Principals.

By fostering an environment that encourages support of employees and promoting a Healthy Work Environment, this program should also improve the quality of service to students through consistent and regular attendance at work.

REQUIREMENTS

This Attendance Support Program Policy requires the Director to create and implement an Attendance Support Program. The program is a process of addressing absenteeism and is supportive and non-disciplinary in nature. The intent of the Attendance Support Program is to:

- Support regular attendance of all employees as an essential element of their employment;
- Advise employees of the support services available; and

- Allow sufficient time for the employee to address issues so he/she will attend work regularly in the future.

The details of this program are outlined in the Board Human Resources Services Administrative Procedure VI-76 *Attendance Support Program*.

DISTRIBUTION: Board Members, Administration, Principals and Staff

AUTHORIZED BY:
Chair of the Board

DISCUSSION REPORT

ITEM 4.3

POLICY II-41 UNIFORM

PURPOSE:

To provide an opportunity for further discussion on Policy II-41 Uniform.

COMMENTARY:

In April 2009, the Board of Trustees approved *Policy II-41 School Uniform Dress Code / School Dress Code* for implementation into schools beginning September 2010. The approval of the policy was a result of information acquired through a pilot implementation of elementary school uniforms conducted at Guardian Angels Catholic Elementary School, Milton and St. Gabriel Catholic Elementary School, Burlington during a two (2) year period in the 2007/2008 and 2008/2009 school years.

On February 19, 2013, the Board adopted a resolution that accepted the recommendation of the Policy Committee and approved *Policy II-41 School Uniform Dress Code/School Dress Code as amended*.

The policy was amended on the following principles:

- The Board is committed to providing a learning and working environment that is safe and respectful of the needs and wellbeing of all individuals, and believes that a school uniform dress code supports such environments.
- The Board endorses and encourages the adoption of a school uniform dress code in our elementary schools, consistent with the values, traditions and distinctiveness of Catholic schools as an effective strategy to build inclusive Catholic communities and encourage a sense of belonging for all students.
- The Board affirms a role for parents to determine, through democratic vote conducted in accordance with this policy, whether or not to adopt and implement a school uniform dress code for elementary school communities.

The amendments to Policy II-41 included the following:

- a simple majority vote (50% + 1) is required for a school community to adopt a school uniform;
- community votes are scheduled for later in the school year and will include family votes from those families with pre-registered children;
- if a youngest child in the family is in grade 7 or 8, a family is not eligible to vote;
- in the first year of implementation, grade 8 students will not be required to wear the uniform;
- each community must vote on school uniforms at least once. The uniform vote may be revisited on a three-year cycle; and

- schools who have never held a school uniform vote, must hold a vote during the 2012-13 school year.

CONCLUSION:

Policy II-41 School Uniform Dress Code/School Dress Code outlines the principles and requirements for both elementary and secondary schools with respect to the dress of students; for schools in uniform and for schools without a uniform. Currently, 28 of the 45 HCDSB Elementary schools have adopted a school uniform through the process outlined in the policy. All Secondary Day schools in the HCDSB have historically had a school uniform and continue to do so in compliance with Policy II-41.

Policy II-41 School Uniform Dress Code/School Dress Code has been reviewed by staff with all recommended changes reflective of the core principles adopted at the February 2013 revision.

This Policy was presented to the Policy Committee meeting on February 9th, 2016 and is now coming back for further review and deliberation.

REPORT PREPARED BY

C. CIPRIANO
SUPERINTENDENT OF EDUCATION

SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PURPOSE

To promote, through the implementation of a school uniform dress code or a school dress code, a safe and positive learning environment consistent with the mission and governing values of the Halton Catholic District School Board.

APPLICATION & SCOPE

This policy applies to all students under the jurisdiction of the Halton Catholic District School Board.

REFERENCES

- Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools (2012).
- The policy shall be in accordance with provisions of the Education Act, Regulation 298, the Human Rights Code, Board Operating Policy I-31 Apparel Purchases and Fair Labour Practices and the governing values of the Halton Catholic District School Board.

PRINCIPLES

- A school uniform dress code or a student dress code reflects the distinctively Catholic character of our schools and supports the development of attitudes consistent with Catholic teaching.
- The Board is committed to providing a learning and working environment that is safe and respectful of the needs and well-being of all individuals, and believes that a school uniform dress code ~~supports~~ such supports such environments.
- The Board endorses and encourages the adoption of a school uniform dress code in our elementary schools, consistent with the values, traditions and distinctiveness of Catholic schools as an effective strategy to build inclusive Catholic communities and encourage a sense of belonging for all students.
- The Board affirms a role for parents to determine, through democratic vote conducted in accordance with this policy, whether or not to adopt and implement a school uniform dress code for elementary school communities.
- The Board requires the adoption of a student dress code, consistent with the values, traditions, distinctiveness of Catholic schools, and the requirements of this policy, in each elementary school community that votes not to adopt and implement a school uniform dress code.

- The Board requires the adoption and implementation of a school uniform dress code in each secondary school, consistent with the values, traditions and distinctiveness of Catholic schools.
- The Board recognizes that there is a shared primary responsibility for meeting the expectations of the School uniform dress code or student dress code is that of the parents/guardians of the students.
-
- The primary responsibility for the consistent enforcement ~~of~~ the School uniform dress code or student dress code is that of the principal, and school staff are expected to support the consistent implementation of such uniform dress codes.
- codes
- The Board recognizes the necessity of a school dress code for those times when students are not in uniform (i.e. civvies day, elementary physical educational classes).

- ~~Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools (2012).~~
- ~~The policy shall be in accordance with provisions of the Education Act, Regulation 298, the Human Rights Code, Board Operating Policy I-31 Apparel Purchases and Fair Labour Practices and the governing values of the Halton Catholic District School Board.~~

DEFINITIONS

A school uniform¹ dress code is defined as the standard of prescribed student dress, developed in consultation with the school community, specifying clothing that must be purchased from approved uniform suppliers, and may include guidelines as to when and how particular items can be worn

Student dress code² is defined as the standard of student dress established in consultation with the school community, consistent with the Board Policy and the Education Act and Regulations, required of students in elementary schools that have chosen not to implement a school uniform dress code.

REQUIREMENTS

GENERAL:

All elementary schools shall adopt either a School Uniform Dress Code¹ or a School Dress Code² for students in keeping with the Board's Mission Statement, governing values and Catholic social teaching.

All secondary schools shall adopt a School Uniform Dress Code.

A. ELEMENTARY SCHOOL UNIFORM DRESS CODE IMPLEMENTATION PROCESS:

1. A prescribed process for local decision making shall ensure that parents/guardians of students in each elementary school may determine whether an elementary school community adopts and implements a school uniform dress code. In accordance with this policy, each elementary school shall conduct a vote on whether to adopt a school uniform dress code at least once.

~~The principal of each school shall be responsible for ensuring that a community vote is conducted, in accordance with this policy, to consider the adoption and implementation of a school uniform dress code. Approval to proceed with implementation requires a simple majority (50% plus one) of those ballots cast have been marked indicating a "YES" vote.~~

2.

2.3. Upon achieving the required approval as described above (50% plus one), all students registered in the elementary school shall wear the school uniform dress code. Any action taken to implement the requirements of this policy, including the application of supports or consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools (2012).

3.4. Should a school uniform dress code not be adopted after the voting process, no renewed process will be initiated for at least three (3) years. A Student Dress Code shall be established, and implemented in accordance with this policy.

4.5. ~~At least once annually, at a Catholic School Council meeting, the Principal shall review the school uniform dress code and school dress code. This review may include approval of uniform pieces, the monitoring and enforcement of the school uniform dress code and school dress code, stakeholder consultation (i.e. student, staff, greater school community), approved civvies days/spirit days. At the initiation of the principal, in collaboration with the school council, a school uniform dress code committee will be established once every three (3) years to monitor and review the implementation of school uniforms in those schools that have adopted a school uniform dress code.~~

In schools that have chosen not to implement a school uniform, the school dress code committee will be established to monitor and review the implementation of the school dress code, and consider the interest in school uniforms.

~~The~~ ~~The periodic~~ review ~~shall~~ may include a process for consultation with students, teachers and staff working in schools, parents and guardians, and school councils.

5.6. Following the ~~formal~~ review process outlined above, and upon the requirements of the ~~committee~~ Catholic School Council, an elementary school community may choose to conduct a vote in accordance to this policy, to adopt a school uniform if they have not yet done so.

~~Similarly, an elementary school that has previously chosen to adopt a school uniform, — may follow the same review process, and upon the recommendation of the committee~~ Catholic School Council, ~~may choose to conduct a vote in accordance with this policy to discontinue the — implementation of a school uniform.~~

6.7. The principal of an elementary school, together with the Catholic School Council will oversee the process of voting on the adoption of a school uniform dress code. Elementary schools considering the adoption of a school uniform dress code shall:

- i. inform the appropriate Superintendent;
- ii. establish a representative committee including parents, staff and students to explore the implication of introducing a school uniform dress code. The committee must prepare an Action Plan to be distributed prior to a community information night.
- iii. the following components of the Action Plan will be consistent from school to school.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE****OPERATING POLICY****II-41****DATE: APRIL 14, 2009****AMENDED: MAY 17, 2011****AMENDED: FEBRUARY 19, 2013****SCHEDULED FOR REVIEW: FEBRUARY 2016**

COMMUNICATION PLAN – includes methods of communicating the Action Plan and subsequent community information meeting, notice of vote, voting results, implementation timelines and data collection through newsletters, school websites, and other means as appropriate. The School Uniform Dress Code Policy must be communicated ~~annually to the community as part of this plan.~~

THE UNIFORM SUPPLIER:

- Elementary schools must use the Board's authorized uniform supplier.
- The process of selecting a provider through the RFP process will take place every three (3) years and will include participation by Board staff, as appointed by the Director of Education and at least three (3) members of CPIC (Catholic Parent Involvement Committee).
- The selection criteria to determine the authorized uniform suppliers must include affordability, accessibility and convenience, quality, support for equity and availability of subsidies/family assistance, and compliance with Board Policy I-31 Apparel Purchases and Fair Labour Practices.

THE UNIFORM:

- The uniform colours at all elementary schools will consist of a combination of navy blue and white only. To supplement the base uniform, individual schools may choose to add additional items of uniform apparel (sweaters, vests, etc.) that may also reflect a school's colour (one colour).
- Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms is prohibited.
- Any clothing item worn under uniform pieces, but still visible must be in the school uniform colours or white (i.e. undershirts, tights or socks).
- No student will be denied access to school as a result of inability to afford appropriate clothing required by a school's uniform dress code policy. A process must be in place to address this issue.
- A school's approved uniform pieces shall be reviewed / monitored every ~~three (3) years~~ by the principal and Catholic School Council members.
- The following components will be up to the discretion of the principal and the Catholic School Council. School Action Plan Team.
 - a. Type and styles of clothing from the chosen uniform provider;
 - b. A strategy for "Dress Down Days", ~~or~~ "No Uniform Days" or "Civvies Days".

COMMUNITY INFORMATION MEETING:

- The principal shall ensure the distribution of the Action Plan to parents prior to the community information meeting, and the information meeting will take place prior to the voting process.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE****OPERATING POLICY****II-41****DATE: APRIL 14, 2009****AMENDED: MAY 17, 2011****AMENDED: FEBRUARY 19, 2013****SCHEDULED FOR REVIEW: FEBRUARY 2016**

ELEMENTARY VOTING PROCEDURES/BALLOT QUESTION:

- **SCHOOL VOTES SHOULD BE CONDUCTED IN FEBRUARY OR MARCH.**
- Every registered family with children in JK – 6 of the current school year is eligible to vote, and receives one (1) vote (ballot).
- Every family with children confirmed as pre-registered for the next school year (JK/Early Learning/French Immersion, etc.) is eligible to vote, and receives one (1) vote (ballot).
- Families of students with Children only in grade 7 or 8 in the current year are not eligible to vote. In the event that a School Uniform Dress Code is adopted for the following school year, grade eight students in the initial year of implementation are encouraged to wear the school uniform, but compliance is not compulsory.
- The ballot sample is provided in Appendix A. The ballots shall be numbered to ensure that there is one ballot provided for each family in the school community.
- Members of the School Uniform Dress Code Committee may initiate calls/reminders to families to remind them of the ballot due dates only.
- Only original ballots will be accepted (no telephone or verbal voting). A ballot signed solely by a student will be considered a void ballot.
- No proxy voting.
- It is recommended that the voting process be completed by March 30th in order for successful implementation in the following school year and include all families registered at the school for September of the next school year.
- The voting process must not exceed two (2) calendar weeks but cannot be completed sooner than one (1) week following the community information night.

The Principal, in collaboration with the Catholic School Council shall communicate the ballot results to the school community no later than one (1) week after the vote occurs. Ballots will be stored at the school for a minimum of three (3) years.

B. ELEMENTARY SCHOOL DRESS CODE:

1. All elementary schools must adopt an elementary school dress code even if they have ~~not~~ implemented and Elementary School Uniform Dress Code.

1.

2. An elementary school's student dress code shall be in keeping with our Catholic teachings and beliefs, and reflect principals of modesty. Criteria to be used in developing the student dress codes includes:

- i. safety conditions
- ii. maintenance of proper decorum
- iii. modesty
- iv. cleanliness
- v. neatness
- vi. appropriateness in relation to the activity in keeping with Catholic values

Non-compliance to a Student Dress Code may include but is not limited to logos, sayings and pictures that address/display.

- i. sexual content
- ii. substance abuse
- iii. violence
- iv. profanity
- v. inappropriate references to nationality, race or gender

3. Parents are encouraged to be involved and active in the decision-making process through their Catholic School Councils in consultation with the principal and school staff.
4. Each school will annually review the school's dress code. This review process shall include consultation with students, school staff, parents and other stakeholders as appropriate.
5. A copy of the school's dress code will be included annually in the school's ~~Parent Handbook or~~ School Agenda Book, September newsletter and on the school's website.
6. Students will be expected to observe all aspects of the dress code. School staff and parents will be expected to support its consistent implementation.
7. Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of Policy II-39 Progressive Discipline and Safety in Schools ~~(2012)~~.
8. The principal of each school has the discretion to determine whether a student is in violation of the School Uniform Dress Code or the School Dress Code, has responsibility to enforce the school uniform dress code/school dress code policy, and has the authority to implement the requirements of this policy, including any supports or consequences to students.
9. School staff are expected to support the consistent implementation of a school uniform dress code, or school dress code, in accordance with the local school code of conduct.

SECONDARY SCHOOL UNIFORM DRESS CODE:

1. A secondary school's uniform shall be in keeping with our Catholic teaching.
2. Each school will review the present uniform policy in accordance with the Appropriate Dress Guidelines from the Ministry. This review process shall include consultation with students, school staff, parents and guardians. Once established, the policy will be reviewed ~~every three (3) years~~annually or as needed at the discretion of the school community.
3. Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms are prohibited.
4. Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of Policy II-39 Progressive Discipline and Safety in ~~Schools~~Schools(2012).
5. A copy of the school's uniform dress code will be included annually in the ~~school's school's Parent Handbook or School Agenda Book and/or~~ school's on the school's website.

APPROVED: Regular Meeting of the Board

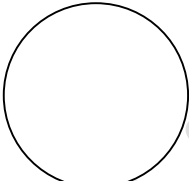
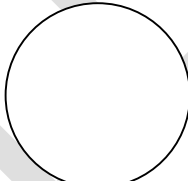
Authorized by:
Chair of the Board



SCHOOL UNIFORM BALLOT

SCHOOL NAME: _____ BALLOT # _____

Please indicate your choice below by marking one appropriate box with an "X"

<p>In accordance with Policy II-41 School Uniform Dress Code/School Dress Code, I/we agree to the implementation of a uniform at [name of school] School.</p>	
<p>YES</p> 	<p>NO</p> 

Parent/Guardian: _____
(Please print your name)

Child's(ren) Name and Grade:

Signature: _____

Date: _____

Please share your comments: _____

It is suggested that every family respond for an accurate assessment of the school community's view on this important issue. Please return this form to your child's teacher.

****Note:** Approval to proceed with implementation requires that a majority (50% plus one) of those ballots returned have been signed indicating a "YES" vote.

(On School Letterhead)

ACTION PLAN TEMPLATE

ELEMENTARY SCHOOL UNIFORM DRESS CODE

COMMITTEE MEMBERS *(list full names and titles):*

Principal

Catholic School Council members

Students

Other *(identify)*

The following components of this Action Plan are supported by Operating Policy II-41 School Uniform Dress Code/School Dress Code (copy attached).

1. COMMUNICATION PLAN:

- a) Initial Discussion on proceeding to School Uniform Implementation: *(date)* _____.
- b) Discussion to proceed by Catholic School Council and Principal: *(date)* _____.
- c) Tentative timelines/methods of communication

ITEM	DATE	METHOD	RESPONSIBILITY
• Initial notification to community of Development of Action Plan			
• Detailed Action Plan sent to community			
• Parent Information Night with uniform supplier and Superintendent in attendance			
• Ballot to be sent out the night after the Parent Information Night/Notice of voting period			
• Results of Vote			
• To be determined upon approval as per Board Policy (student fitting dates, locations, etc.)			

2. THE UNIFORM SUPPLIER approved by the Board is *(name of supplier)* _____.**3. THE UNIFORM** (with school crests where appropriate):

- a) Components (list types of clothing)
- b) Colours
 - i. Navy Blue/White combinations
 - ii. Acceptable ~~Alternate~~ Additional School's Colour *(describe)* _____
- c) Prices – see attached list

4. VOTING PROCESS

- see Elementary Voting Procedures Ballot Questions page 3 of Operating Policy (attached)

5. SAMPLE BALLOT – (attached)

DISCUSSION REPORT

ITEM 4.4

BOARD BY-LAWS

PURPOSE:

To provide an opportunity for review and discussion on Board's By-Laws.

COMMENTARY:

In keeping with our Board's openness, accountability and transparency it is the Halton Catholic District School Board's practice to review and discuss Board By-Laws every four years to ensure the Board is meeting its responsibilities. The quadrennial review provides the opportunity for the Board to update Board By-Laws to reflect current best practices.

The matter is now placed before the Policy Committee for further review and deliberation.

REPORT PREPARED BY

C. CIPRIANO
SUPERINTENDENT OF EDUCATION

SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

1.	PREAMBLE	
1.1	Education Act	The provisions of the <u>Education Act</u> , and any relevant <u>Ontario Regulations</u> take precedence over any By-Laws formulated by the Halton Catholic District School Board; hereafter referred to as the Board.
1.2	Rules and Regulations	The rules and regulations contained in this By-Law shall be observed in all proceedings by the Board and shall be the rules and regulations for the order and dispatch of the business of the Board and its Committees except where statute or legislative regulation otherwise provides.
1.3	Robert's Rules of Order	In any instance or instances not provided in statute or in this By-Law, Board Policies and Regulations or the Education Act, Robert's Rules of Order shall govern insofar as they are applicable.

2.	DEFINITIONS	
2.1	The singular includes the plural.	
2.2	ACT	means the Education Act as amended from time to time.
2.3	ACTION REPORT	means a report that requires a resolution by the Board of Trustees.
2.4	AD HOC COMMITTEE	means a committee where Trustees may, from time to time, form working groups to address specific issues which shall report to the Board of Trustees. Membership may include Trustees and staff and other individuals as appropriate. Examples of Ad Hoc Committees include: <ul style="list-style-type: none"> • School Uniform Committee
2.5	BOARD	means the Halton Catholic District School Board which, in accordance with the ACT, is a Roman Catholic School Board in union with the See of Rome and operates in the Regional Municipality of Halton.
2.6	CHAIR	means Chair of the Board, except where otherwise indicated as meaning chair of any committee or sub-committee of the Board.
2.7	COMMITTEE	means any Statutory, Standing or Ad-Hoc Committee established by the Board.
2.8	CONSENSUS	means Trustees present at the meeting can 'support' or 'live with' a proposed direction or decision, without a formal call for votes.
2.9	CONFLICT OF INTEREST	means a direct or indirect pecuniary interest as defined by the Municipal Conflict of Interest Act as amended from time to time.
2.10	DIRECTOR	means the Director of Education who is Chief Education Officer and Chief Executive Officer of the school system and Secretary of the Board;
2.11	EX OFFICIO	means a member who is permitted to act by virtue of office. The ex-officio member does not vote and is not counted in determining a quorum.
2.12	IN-CAMERA	means a meeting of a Board Committee from which the public is excluded when the subject-matter under consideration involves matters appropriately addressed In-Camera: <ul style="list-style-type: none"> (a) The security of property of the Board (b) The disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian; (c) The acquisition or disposal of a school site; (d) The acquisition or disposal of property; (e) Decisions in respect of negotiations with employees of the Board; or (f) Litigation affecting the Board.

2.13	INFORMATION REPORT	means a report submitted by staff and presented at a Board meeting for the information of Trustees. The information is deemed to have been received by virtue of inclusion in the Agenda. No action is required.
2.14	MEETING	includes a meeting of the Board and of a Committee. All meetings are open to the public except for In-Camera items listed under 2.12.
2.15	MEMBER	means elected Trustee of the Board.
2.16	MISCELLANEOUS INFORMATION	means information of general nature provided to Trustees at a Board meeting. The information is deemed to have been received by virtue of inclusion in the Agenda. No action is required.
2.17	QUORUM	means a majority of 50% or more of all members, excluding Student Trustees, who are entitled to vote.
2.18	SCRUTINEER	means a person who observes any process which requires oversight. The scrutineer observes the counting of ballot papers, and ensures that election rules are followed.
2.19	SIMPLE MAJORITY	means a majority of Trustees present and eligible to vote.
2.20	SECRETARY OF THE BOARD	means the Director of Education
2.21	STAFF REPORT	means a report submitted and presented to Trustees at a Board meeting for the information of Trustees. This initial report is to provide information and raise awareness regarding items that may subsequently become action reports. A follow-up report will typically be presented as an Action Item at a future Board meeting.
2.22	STANDING COMMITTEE	means a committee formed to deal with longstanding and ongoing issues relating to the decision-making responsibilities of the Board of Trustees, and that will periodically bring a recommendation to the Board. Examples include: <ul style="list-style-type: none"> • Apparel Purchases and Fair Labour Practices Committee • Capital Projects Committee • Employee Assistance Program Committee • Policy Committee • Salary Advisory Committee
2.23	STATUTORY COMMITTEE	means a committee established as a result of legislation or Ministry of Education mandate. These committees have Trustee representation and a staff person is also assigned as resource to provide expertise, administrative requirements and provide necessary information. Committees include: <ul style="list-style-type: none"> • Audit Committee • Special Education Advisory Committee (SEAC) Ontario Regulation 464/07 s.1 • Discipline Committee • Catholic Parent Involvement Committee (CPIC) – Ontario Ministry of Education, 2005 Parent Involvement Advisory Committee Policy • Supervised Alternative Learning (SAL)
2.24	STUDENT TRUSTEE	means the student representative elected by his/her peers to represent pupils on the Board in accordance with the Act and Regulations.
2.25	TWO THIRDS	means not less than two-thirds of Trustees present and eligible to vote.
2.26	TREASURER	Subsection 170 (1).1 of the Education Act requires that the Board appoint a Treasurer.
2.27	TRUSTEE	means a person elected, acclaimed or appointed to the office of Trustee of the Board pursuant to the provisions of the Municipal Elections Act and the Education Act

2.28	VICE-CHAIR	means the Vice-Chair of the Board, except where otherwise indicated as meaning Vice-Chair of any committee or sub-committee of the Board
2.29	WORKING STAFF COMMITTEE	means a Committee established at the discretion of the Director which may, from time to time, require the participation of Trustees.
2.30	48 hours	means a notice that includes Saturday, Sunday and Statutory holidays.

3.	INAUGURAL MEETING OF THE BOARD	
3.1	Date of the Inaugural Meeting of the Board	In the year in which municipal elections take place, the <i>Inaugural Meeting of the Board</i> shall be held on the first Tuesday in December commencing at 7:00 p.m., following a 6:00 p.m. Mass.
3.2	Purpose of Inaugural Meeting	The purpose of the Inaugural Meeting shall be to fulfil the requirements of the Act and Regulations, including the election of the Chair and Vice-Chair.
3.3	Presiding Officer at the Inaugural Meeting	The Secretary shall act as Chair pro tem, or in the absence of the Secretary, his/her designate, until the Chair is elected.
3.4	Bishop's Attendance	The Bishop or his delegates are to be invited to the Inaugural Meeting of the Board.
3.5	Order of Business	<ol style="list-style-type: none"> 1. Eucharistic Celebration (6:00 p.m.) 2. Entry Procession (7:00 p.m.) 3. Opening Prayer and Welcoming Remarks: Director of Education 4. Reading of Clerk's Notices certifying to the election of the members: Director of Education 5. Remarks and Commissioning of Trustees – Bishop 6. Declaration of Oath of Allegiance (for those members who wish to take the Oath of Allegiance) and Declaration of Office - Judge 7. Declaration of Board as Legally Constituted 8. Election / Installation / Remarks of Board Chair 9. Election / Installation / Remarks of Board Vice-Chair 10. Resolutions re: <ol style="list-style-type: none"> 10.1 Banking Authority 10.2 Policies of Former Board 10.3 Proposed Board's By-Laws 11. Expressions of Appreciation – Chair 12. Closing Prayer and Adjournment
3.6	PROCEDURE FOR ELECTION OF OFFICERS AT THE INAUGURAL MEETING	
3.6.1	Procedural Requirements	<p>The Secretary shall or call upon an invited judge to:</p> <ol style="list-style-type: none"> (i) read the return of the municipal clerks certifying to the election of the members; (ii) ascertain that the members have met all procedural requirements and are eligible to take office; (ii) administer or arrange for the administering to each member of the Board the appropriate Declaration of Office and Oath of Allegiance (for those members who wish to take the Oath of Allegiance) (iii) declare the Board to be legally constituted.
3.6.2	Election Process	<p>The Secretary shall then conduct the election to the office of Chair of the Board, which shall be as follows: All Trustees-elect are eligible to participate.</p> <ol style="list-style-type: none"> (i) The Secretary shall appoint two scrutineers, whose names shall be recorded in the minutes. (ii) Nominations shall be called for the Office of Chair of the Board; (iii) A Student Trustee is ineligible for nomination. (iv) Each nomination shall require a mover and a seconder.

		<p>(v) Immediately after each nomination, the nominee shall confirm whether he/she wishes to accept or decline the nomination.</p> <p>(vi) After receiving all nominations, the Secretary shall call for nominations three more times, thereafter, the Secretary shall ask for a motion to close nominations.</p> <p>(vii) The Secretary will then ask the nominees, in the same order as they were nominated, if they wish to say a few words. Trustees may ask questions of each candidate.</p> <p>(viii) If more than one nomination is received, an election shall be conducted by secret ballot.</p> <p>(ix) The Secretary and/or designate shall act as election returning officer.</p> <p>(x) The Secretary shall announce the result of the ballot by declaring the name of the member elected and shall not declare the count.</p> <p>(xi) The member receiving a clear majority of the votes cast by all the members shall be declared elected. Should no candidate receive a clear majority of the votes cast, the names of the candidate receiving the smallest number of votes shall be dropped. The Board shall proceed to vote anew and so continue until a Chair is elected.</p> <p>(xii) In the case of an equality of votes at the election of a Chair or Vice-Chair, the candidates shall draw lots to fill the position of Chair or Vice-Chair as the case may be pursuant to Section 208 (8) of the Education Act.</p> <p>(xiii) The Secretary shall announce the result of the ballot by declaring the name of the member elected and shall not declare the count.</p> <p>(xiv) A motion will be requested to destroy the ballots.</p>
3.6.3	Election of Vice-Chair	The Chair shall then assume the Chair position and shall conduct the elections for the Vice-Chair of the Board in the manner prescribed for the election of the Chair, (mutatis mutandis), using the same procedures as set out in clause 3.6.2.
3.6.4	Term of Office	The term of office of the Chair and Vice-Chair positions and municipal appointment shall be for a period of one year, unless as otherwise required by the By-Laws of the Institution, Agency or Province to which the appointments are made.
3.7	ELECTION OF OFFICERS – AT TIMES OTHER THAN THE INAUGURAL MEETING OF THE BOARD	
3.7.1	Election of Chair	At the first meeting in December of each year, Trustees shall elect one of themselves to be Chair.
3.7.2	Election of Vice-Chair	At the first meeting in December of each year and at the first meeting after a vacancy occurs in the office of Vice-Chair, the Trustees shall elect one of themselves to be Vice-Chair.
3.7.3	Election Process	For the purposes of this subsection 3.7.3, the process outlined in Sections 3.6.2 and 3.6.3 shall apply.
3.8	APPOINTMENT OF TRUSTEES TO BOARD COMMITTEES	
3.8.1	Appointment process	The Chair shall present for Board confirmation, Trustee appointments to all Standing, Statutory and Ad Hoc committees and to municipal agencies; or alternatively, present a date when such appointments shall be made. Such appointments shall be made no later than the next Regular Meeting of the Board.

4.	MEETINGS OF THE BOARD	
4.1	REGULAR BOARD MEETINGS	
4.1.1	Time	The Regular Meetings of the Board shall be held at the Catholic Education Centre at 7:30 p.m.

4.1.2	Day	The Regular Meeting of the Board shall be held on the first and third Tuesday of each month in the Board Room.
4.1.3	Chairing the Meeting	The Chair for each Regular Meeting of the Board will be the Chair of the Board or in the absence of the Chair, by the Vice-Chair of the Board.
4.1.4	Notice	The Secretary shall give each Trustee at least forty-eight (48) hours written notice (including Saturdays, Sundays and legal holidays) of all meetings of the Board. The student Trustees shall receive such notice of the meeting and other meetings as required.
4.1.5	Summer Meetings	There shall be no Regular Meetings scheduled from July 1 st to August 31 st . During July and August meetings may be held, as needed, at the call of the Chair. The Regular Meeting of the Board, following the summer recess, shall be scheduled for the first Tuesday of September.
4.1.6	Holy Week	The Board, except for emergency, shall not meet during Holy Week. Any meeting scheduled for that week shall be re-scheduled to a date and time by majority vote of members.
4.1.7	Public Attendance	All meetings of the Board shall be open to the public, subject to article 4.3.8.
4.1.8	Adjournment	Meetings of the Board shall adjourn not later than 10:00 p.m., unless two-thirds (2/3) of the members present and voting agree to an extension of time. In any event, the Board shall not conduct its business beyond 10:30 p.m. without the unanimous consent of members present, save for the item on the table.
4.1.9	Cancellation of Meeting	In the event of inclement weather or emergency; the Chair, in consultation with the Vice-Chair and the Director of Education or delegate may cancel a Regular Meeting of the Board. In the absence of the Chair, the Vice-Chair, in consultation with the Director or delegate may cancel a meeting.
4.1.10	Notice of Cancellation	Notice of cancellation of meeting, determined as provided in section 4.1.9, will be transmitted in the same manner as the notice of meeting. In the event of inclement weather or an emergency, the Director of Education or delegate will notify Trustees by telephone and/or electronically and a notice of cancellation shall be posted at the meeting place.
4.2	SPECIAL BOARD MEETINGS	
4.2.1	Authority to Convene	Special meetings of the Board shall be scheduled on Tuesdays, where feasible and may be called by the Chair or shall be called upon the written request of three (3) members to the Secretary of the Board, specifying the subject(s) for which the meeting is to be held.
4.2.2	Matters to be Considered	The notice of every such Special Meeting shall state the business to be transacted. Notwithstanding any other provisions to the Board's By-Laws, no other business shall be considered except with the unanimous consent of Trustees present.
4.2.3	Notice of Meeting	The Secretary shall notify each member of the Board of any Special Meeting of the Board and distribution of Agenda and background material, where feasible, at least twenty-four (24) hours (excluding Saturdays and Sundays) previous to the time at which such meeting is to take place.
4.3	IN-CAMERA MEETINGS	
4.3.1	Time	In-Camera Meetings of the Board shall be held prior to, and when necessary, following the Public Session meeting. In-Camera meetings will commence at 7:00 p.m. and adjourn at 7:30 p.m. in order to allow Public Session to begin on time.
4.3.2	Unfinished Business	Any unfinished business will resume under Item 14 of the Regular Meeting of the Board Agenda.

4.3.3	In-Camera Confidentiality and Fiduciary Obligations	Matters discussed In-Camera are privileged and confidential and Trustees shall maintain their fiduciary obligations. All reports prepared in support of an item on the In-Camera Agenda which is not open to the public shall be received in confidence and the materials and discussion shall be treated as confidential.
4.3.4	Reporting Decisions at Public Session	All decisions made while In-Camera shall be reported in public session, except as permitted to remain in the In-Camera minutes.
4.3.5	In-Camera Matters	Motions adopted or defeated will be recorded in the In-Camera minutes.
4.3.6	Attendance at the In-Camera Meetings	The Director shall attend In-Camera meetings. The Board or the Director may require the presence of Supervisory Officers and may admit other persons to In-Camera meetings. The Supervisory Officers or other such persons shall withdraw at the direction of the Chair or the Director when special circumstances warrant.
4.3.7	Breach of Code of Conduct and/or Fiduciary Obligations	<p>A Trustee who has reasonable grounds to believe that another Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, may bring the alleged breach to the attention of the Board.</p> <p>If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.</p> <p>If the Board determines that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board may impose one or more of the following sanctions:</p> <ul style="list-style-type: none"> (a) Verbal warning by the Chair. (b) A letter of warning. (c) Censure of the Trustee. (d) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board. (e) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board. <p>A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to the members of the public.</p> <p>In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.</p> <p>In addition to the sanctions above, the Board may declare the office of the Chair and/or Vice-Chair to be vacant effective as of the date of the Board's determination, where the Chair and/or Vice-Chair:</p> <ul style="list-style-type: none"> (a) becomes disqualified as a Trustee; (b) deliberately breaches any relevant legislation or other Ministry of Education requirements; (c) deliberately breaches any Board By-Laws, Policies, General Administrative Procedures or practices; and/or (d) acts in such a manner as to lose the confidence of the Board. <p>If a Board determines that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or</p>

		<p>requirements of this By-Law, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.</p> <p>The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.</p> <p>If the Board revokes a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, any sanction imposed by the Board is also revoked.</p> <p>If the Board confirms a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.</p> <p>If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.</p> <p>Despite subsection 207(1) of the <i>Education Act</i> which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, is considered when the breach or alleged breach involves any of the following matters:</p> <ul style="list-style-type: none"> (a) the security of the property of the Board; (b) the disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian; (c) the acquisition or disposal of a school site; (d) decisions in respect of negotiations with employees of the Board; or (e) litigation affecting the Board. <p>The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:</p> <ul style="list-style-type: none"> (a) Make a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law. (b) Impose a sanction on a Trustee for a breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law. (c) Confirm or revoke a determination regarding a Trustee's breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.
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		<p>(d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>A Trustee who is alleged to have breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law shall not vote on any of the resolutions listed above.</p> <p>When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.</p> <p>The <i>Statutory Powers Procedure Act</i> does not apply to any the enforcement provisions under section 218.3 of the <i>Education Act</i>.</p> <p>Nothing in this provision prevents a Trustee's breach of the <i>Municipal Conflict of Interest Act</i> from being dealt with in accordance with that <i>Act</i>.</p>
4.3.8	In-Camera Topics	<p>In accordance with the Act, a meeting of the Board may be closed to the public when the subject matter under consideration involves,</p> <ul style="list-style-type: none"> (i) the security of the property of the Board; (ii) the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or a parent or guardian; (ii) the acquisition or disposal of a school site; (iv) decisions in respect of negotiations with employees of the Board; or (iv) litigation affecting the Board.
4.4	ELECTRONIC MEETINGS (POLICY 1-28)	
4.4.1	Attendance	<p>A Trustee and/or Student Trustee who requests to participate in a meeting of the Board by electronic means and participates by such means in accordance with Board policy for the use of electronic means shall be deemed to be present at the meeting and shall be counted as part of the quorum and shall be entitled to vote on any matter on which he/she is eligible to vote.</p>
4.4.2	Physical Presence	<p>The Chair of the Board or designate, the Director of Education or designate and one other Trustee shall be physically present at all open and In-Camera (closed) sessions of an electronic meeting of the Board in the Board Room or at a site or sites as otherwise determined by the Board.</p>
4.4.3	Vote by Secret Ballot	<p>In cases where a vote for the election of the Chair and Vice-Chair is to be conducted by secret ballot in accordance with the Board's By-Laws, or the requirements of the Education Act or for any other reason, a Trustee who is eligible to vote on the matter, who is present at the meeting by electronic means and who chooses to vote, may at the time votes are being cast, cast his or her vote by means of a private telephone conversation or by e-mail with the scrutineer(s) who shall mark the vote on a paper ballot in the same form and manner as though the ballot had been marked in person by the voter, and the ballot shall then be included with the other ballots to be counted. The ballots cast electronically in this matter are subject to the same obligations of confidentiality on the part of the scrutineer(s) as those cast by voters physically present at the meeting.</p>

5.	QUORUM	
5.1	Quorum of the Board	A majority of all Trustees of the Board, except for student Trustees, shall constitute a quorum for Meetings of the Board.
5.2	Declaring Pecuniary Interests	When a Trustee declares pecuniary interests under the Municipal Conflict of Interest Act, the number of Trustees that constitutes a quorum in Article 5.1 is adjusted as directed by the Municipal Conflict of Interest Act.
5.3	If Quorum not Present	If quorum is not present within fifteen (15) minutes after the time appointed for a meeting, the Board shall not convene and the Secretary shall record the names of Trustees present and the Board shall forthwith stand adjourned until the next Regular Meeting of the Board.
5.4	Recording Lack of Quorum	When a quorum is no longer in attendance, no business can be legally transacted and it shall be the responsibility of the presiding Chair and the Recording Secretary to note the lack of a quorum and have the fact recorded in the minutes.
5.5	Recording Trustees' Absence	When a member is absent from a Regular Meeting of the Board, for business or personal reasons, such absence and the reason for same be recorded in the minutes. The Board may, by motion, grant permission for the absence and said resolution shall be entered in the minutes. A member shall notify the Secretary prior to the Board meeting that the member will not be in attendance.
5.6	Arrival and Departure Times	The arrival time and departure time of Trustees be recorded.

6.	COMMUNICATIONS	
6.1	Delivery	A member of the Board shall notify the Secretary in writing of the member's official address. All notices or communications delivered electronically, or if necessary, mailed to the member at the address as given, shall be deemed to have been received by the member.

7.	COMMITTEES	
7.1	Committees	Committees will meet as required, at the call of their respective Chairs, and may bring recommendations to the Board of Trustees for approval.
7.2	AD HOC/STANDING COMMITTEES	
7.2.1	Establishment process	An Ad Hoc/Standing Committee may be established with the approval of the majority of the members of the Board for any purpose or need of the Board and will convene as required. Each Ad Hoc/Standing Committee will report directly to the Board. When its mandate is completed, the Ad Hoc Committee will step down.
7.2.2	Committee Composition	Following consultation with Trustees, the Chair shall present for Board confirmation, Trustee appointments to all Standing and Ad Hoc committees.
7.2.3	Election of Chair	Having established the composition of the Ad Hoc/Standing Committee, the Committee, at its first meeting, shall select the Chair of the Committee.
7.2.4	Initial Meeting	An Ad Hoc/Standing Committee shall be first convened within two weeks of the date of the resolution appointing such committee and thereafter as determined by the Committee.

7.2.5	Terms of Reference	The Terms of Reference, duties/mandate and timelines shall be specifically outlined and approved by the Board following the initial meeting of the Committee.
7.2.6	Existence	Ad Hoc Committees shall exist until the Committee presents its final recommendation to the Board for approval and thereafter dissolved; or at any time upon resolution of the Board; in any event, at the end of the term of office for the Board. Standing Committees shall exist such time upon resolution of the Board; in any event, at the end of the term of office of the Board.
7.2.7	Non Members	An Ad Hoc Committee may include members who are not members of the Board to deal with matters as assigned to it by the Board.
7.2.8	Right to Speak of Members	All Trustee members of Ad Hoc/Standing Committees shall have the right to speak to the report of the Committee when it is brought to the Board for consideration. Members of the Committee who are not Trustees may be allowed to address the Board at the discretion of the Chair.
7.2.9	Chair – Member of Committees	The Chair or, in the Chair's absence, the Vice-Chair of the Board shall be a member ex officio of Statutory, Ad Hoc or Standing Committees established pursuant to Article 2.11.
7.2.10	Participation of Trustees Non-Members	Any Trustee who is not a member of a committee may take part in the proceedings of the Committee but may not vote or move any motion, nor shall such Trustee be part of any quorum.
7.2.11	Substitute Chair for Committees	When a Committee Chair is unable to attend a meeting of the Board or a meeting of the/a Committee, the Committee Chair shall appoint a member of the Committee to substitute.
7.2.12	Chair	The Chair may serve as Chair of an Ad Hoc or Standing Committee.
7.2.13	Report to the Board	The Committee shall make recommendations only on matters falling within the Committees' Terms of Reference. Committees appointed to report on any matter referred to them by the Board shall report in writing to the Board. A minority of any committee may also report.
7.3	STATUTORY COMMITTEES	
7.3.1		Members of the Board will be appointed to such committees as outlined in the Education Act.

8.	ROLE AND DUTIES OF THE CHAIR AND VICE-CHAIR OF THE BOARD	
8.1	Role of Chair	In addition to any other duties under the Act, the Chair of a Board shall, <ul style="list-style-type: none"> (a) preside over meetings of the Board; (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; (c) establish agendas for Board meetings, in consultation with the Board's Director of Education; (d) ensure that members of the Board have the information needed for informed discussion of the agenda items; (e) convey the decisions of the Board to the Board's Director of Education; (f) provide leadership to the board in maintaining the Board's focus on the multi-year plan established under section 169.1 of the Act; (g) provide leadership to the Board in maintaining the Board's focus on the Board's mission and vision; and (h) assume such other responsibilities as may be specified by the Board.

8.2	Absence of Chair	In the absence of the Chair for any meeting, or part thereof, the Vice-Chair shall preside at the meeting and perform all duties appropriate to the Chair.
8.3	Absence of Chair and Vice-Chair	In the case of the absence of both the Chair and the Vice-Chair and where there is a quorum in attendance, the Secretary or designate shall call the meeting to order and a Chair who shall be chosen by the members present shall preside and act during such absence.
8.4	Absence of Chair, Vice-Chair and Secretary to the Board	If the Chair, Vice-Chair and the Secretary are absent for the opening of a meeting and there is a quorum in attendance, the members present shall appoint a Chair and Secretary pro tem.
8.5	Working Staff Committees	When the Director requests a Trustee representative to sit on the Working Staff Committee, the Chair may sit on the Committee or select a designate representative based on interest, availability and existing commitments. The Chair, in consultation with Trustee members, shall ensure an equitable distribution of Trustee membership on committees.
8.6	Official Representative of the Board	The Chair or designate chosen by the Chair from among the other Trustees shall be an official representative of the Board at all public functions.
8.7	Signing Authority and Public Announcements	The Chair shall be an official signing officer of the Board and shall act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board for specific matters. Where the Chair of the Board is making public announcements, he/she shall represent the position of the Board.
8.8	Signing Authority in the Chair's Absence	The Vice-Chair shall be an official signing officer of the Board and shall assume all the responsibilities, privileges and duties of the Chair in the absence or incapacity of the Chair for a period exceeding forty-eight (48) hours.
8.9	Chair - Reporting Absence	The Chair shall notify the Vice-Chair of his or her impending absence or incapacity.
8.10	Death or Resignation of the Chair	In the event of death or resignation of the Chair of the Board during the year, the Vice-Chair shall assume the Chair until the first Regular Meeting of the Board in December following.
8.11	Death or Resignation of Vice-Chair	In the event of the position of Vice-Chair becoming vacant for any reason (death , resignation or assuming the role of the Chair), a new Vice-Chair shall be elected, at the next meeting in accordance with Section 3.6.3.

9.	AGENDA	
9.1	Provision of Draft Agenda to Trustees	A draft Agenda will be sent electronically to each member, seven (7) days prior to the next meeting.
9.2	Provision of Final Agenda – Regular Meetings	For Regular Meetings of the Board, the final Agenda and supporting documentation will be provided to each Trustee and student Trustee on the Friday preceding the date of the meeting.
9.3	Provision of Final Agenda – Special Board Meeting	The Secretary shall notify each member of the Board of any Special Meeting of the Board and distribution of Agenda and background material, where feasible, at least twenty-four (24) hours in advance of such meeting (excluding Saturdays and Sundays) previous to the time at which such meeting is to take place.
9.4	Posting Agenda	The Board Agenda will be available on the Board's Website on the Friday preceding the Board Meeting.

9.5	Order of Business	<p>The order of Business for Regular meetings of the Board shall be as follows:</p> <ol style="list-style-type: none"> (1) Call to Order/Opening Prayer (2) Approval of Agenda: The Agenda shall be confirmed and may be amended (Refer to By-Laws 9.6 & 9.7) (3) Declarations of Conflict of Interest: The Chair calls for those members present to disclose any conflict of interest on any matter which is to be the subject of consideration at the meeting. (4) Presentations: Of general nature and might recognize outstanding achievements (5) Delegations: Refer to delegations to the Board – By-Law # 12 (6) Approval of Minutes: To be considered by Trustees only with reference to the accuracy of the minutes as recorded. Corrections, additions or deletions shall be presented as motions, voted upon and recorded in the new minutes. (7) Business Arising from Previous Meetings: No topic under this item of the Agenda shall be introduced in the same context as the preceding meeting and any matter raised for discussion shall be considered only if further information is available and relative to the situation. Under this item, Trustee or staff may present new information related to business in the minutes and Trustees may question staff relevant to any follow-up action resulting from a decision or matter reported in the minutes. (8) Action Items: Reports presented requiring decision by the Board of Trustees. (9) Staff Reports: Staff reports requiring a decision or presenting information about the system, are presented under this section. The report may be presented as an Action Report at a future Board meeting. (10) Information Reports: Verbal or written reports to the Board that promotes student success and other issues of general nature. (11) Miscellaneous Information: Information of general nature, including notices. (12) Correspondence: All correspondence requiring the collective decision of the Board and which has yet to be decided by the Board shall be tabled for Board consideration and direction. The Board shall provide direction as to how either the Chair or Secretary of the Board shall respond. (13) Open Question Period (ten minutes) – The Chair may recognize a member of the public in attendance at the meeting (refer to By- Law # 12) (14) In-Camera: Unfinished business; only those matters which fall under the Education Act may be discussed. (15) Resolution re Absentees: The Chair shall report in accordance with Section 5.5 of the Board By-Laws. (16) Adjournment/Closing Prayer
9.6	Items on the Agenda	<p>Agenda of meetings of the Board shall be prepared by the Chair and Vice-Chair, in consultation with the Secretary. No matter shall be placed on the Agenda of a meeting of the Board unless:</p> <ul style="list-style-type: none"> • It results from the report from a Committee and relates to a matter that has been referred to it by action of the Board; • It is a report from Administration; • It is pursuant to a Notice of Motion made by an individual Trustee

		<p>under the provisions of section # 9.12;</p> <ul style="list-style-type: none"> • It is a matter that, in the opinion of the Secretary, requires action by the Board as matter of urgency; • Any Trustee may request that an item, other than an action item, be placed upon the Agenda and the Trustee shall give seven (7) days notice of such proposed Agenda items in writing to the Secretary. The Secretary and the Chair may in their discretion add such proposed Agenda items to the Agenda.
9.7	Items not included on the Agenda	<p>Items not included on the Agenda at the start of the Board Meeting shall be handled in the following manner:</p> <ul style="list-style-type: none"> • Any item for discussion or information only may be included on the Agenda with the consent of two-thirds of members present and eligible to vote. • Any item requiring action or policy decisions shall only be included on the Agenda with the unanimous consent of the whole Board present and eligible to vote.
9.8	Segregating Matters of In-Camera Session	The Agenda shall segregate matters to be considered in private sessions and no public disclosure of said private session matters shall be made.
9.9	Agenda for Special Board Meetings	The provisions of Section 9.5 apply, with necessary variations, to Special Meetings of the Board.
9.10	Agenda for Meeting from which the public is excluded	The provisions of Section 9.5 apply, with necessary variations, to the order of business for Meetings of committees that are not open to the public.
9.11	Variation	Variations in the Order of Business prescribed in 9.8, 9.9, 9.10 shall be permitted with the consent of the majority of Trustees as the case may be, who are present an eligible to vote, and such consent shall be ascertained without debate.
9.12	Notice of Motion	<p>A Trustee may place a Notice of Motion, regarding any matter with respect to which the Trustee has a right to vote, upon the Agenda of the next regularly scheduled meeting. Such notice of motion:</p> <ul style="list-style-type: none"> • Shall be made during the Approval of the Agenda and added as an Information Item of a regularly scheduled Board Meeting; • Shall be submitted in writing at the Regular Meeting of the Board and recorded in its minutes for consideration by the Board at its next Regular meeting; • Shall take the form “At the next regular scheduled meeting of the Board I shall move or cause to be moved that....”; • Shall not be subject of any debate or comment at the meeting at which it is introduced; • Shall be accompanied by an explanatory notice prior to the draft Agenda being distributed; and • Shall, after its appearance on the Agenda, be taken as read unless any Trustee requests that it be read in full.

10.	MOTIONS	
10.1	Moved and Seconded	All motions at meetings must be moved and seconded before being accepted by the Chair. No motion shall be debated or put to a vote unless it has been recorded.
10.2	Authority to Read	Any member may request the motion under discussion to be read at any time in the course of the debate, provided that no such request shall be made so as to interrupt a member speaking to the question.

10.3	Open and Close Debate on Main Motion	The mover of a duly seconded motion will open and close debate on the motion. The mover may open debate for a time limit of five minutes and close debate for a period of up to three minutes. All other members may only speak once to the motion for a period of three minutes. No member shall speak longer than three minutes to a motion without leave of the Chair. This does not prohibit a member from raising a point of privilege, a point of order, or a point of clarification.																
10.4	Open and Close Debate on Amendments	The same procedures as in By-law 10.3 will apply to amendments.																
10.5	Authority to Speak	Any member desiring to speak shall indicate by up-raised hand and await recognition by the Chair. Speakers may speak when recognized by the Chair, and may not speak to the issue again until all other Trustees who wish to speak have been recognized by the Chair.																
10.6	Speakers' List	It is the responsibility of the Chair to maintain a speakers' list.																
10.7	Code of Conduct	Having been recognized to speak, a member shall respect the Board's Code of Conduct.																
10.8	Interruption	No member shall be interrupted while speaking except to be called to order by a member on a matter of privilege or a point of order. In such case, the member shall remain silent until the point of order has been decided by the Chair. A member so interrupting shall speak to the point of order or in explanation only.																
10.9	Recognition of Motions	<div>When a question is under debate, the following motions shall be recognized in order of precedence:</div> <table><tr><th>Motion</th><th>Conditions</th></tr><tr><td>To adjourn</td><td>Not debatable</td></tr><tr><td>Suspend the rules</td><td>Not debatable 2/3 majority</td></tr><tr><td>To lay on the table</td><td>Not debatable</td></tr><tr><td>To postpone to a later time (defer)</td><td></td></tr><tr><td>To refer</td><td></td></tr><tr><td>To amend</td><td></td></tr><tr><td>To postpone indefinitely</td><td></td></tr></table>	Motion	Conditions	To adjourn	Not debatable	Suspend the rules	Not debatable 2/3 majority	To lay on the table	Not debatable	To postpone to a later time (defer)		To refer		To amend		To postpone indefinitely	
Motion	Conditions																	
To adjourn	Not debatable																	
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To postpone to a later time (defer)																		
To refer																		
To amend																		
To postpone indefinitely																		
10.10	Order of Precedence	<div>The following order of precedence may be addressed to the Chair and in so doing interrupt the Trustee on the floor:</div> <table><tr><th>Motion</th><th>Conditions</th></tr><tr><td>Question of privilege</td><td>Chair to determine</td></tr><tr><td>Point of order</td><td>Chair to rule</td></tr><tr><td>Appeal (a decision of Chair)</td><td>Requires a seconder</td></tr><tr><td>Objection to consideration</td><td>Non-debatable, 2/3 required</td></tr></table>	Motion	Conditions	Question of privilege	Chair to determine	Point of order	Chair to rule	Appeal (a decision of Chair)	Requires a seconder	Objection to consideration	Non-debatable, 2/3 required						
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Point of order	Chair to rule																	
Appeal (a decision of Chair)	Requires a seconder																	
Objection to consideration	Non-debatable, 2/3 required																	
10.11	Subdivision of Question	When a question under consideration contains two or more distinct propositions, any particular propositions, upon the request of any member, may be considered and voted upon separately.																
10.12	Chair Taking Part in Debate	Should the Chair elect to vacate the Chair to take part in any debate or discussion or for any other reason, the Chair shall call upon the Vice-Chair, or in the Vice-Chair's absence, one of the Trustees, to assume the duties of the Chair until the Chair resumes it. The Vice-Chair or any Trustee temporarily occupying the Chair, shall discharge all the duties and enjoy all the rights of the Chair during the ensuing proceedings only.																
10.13	Point of Order	When the Chair is called upon to decide a point of order or practice, the Chair shall, before deciding, state the rule applicable to the case, without comment.																

10.14	Order of Questions	All questions shall be put in the order in which they are moved, except the amendments shall be put before the main motion, the last amendment first.
10.15	To Postpone	A motion to postpone to a certain time or day, takes precedence over motions to committee or refer, to amend and to postpone indefinitely. Only the time to which the motion is postponed can be debated and is amendable (by altering the time).
10.16	To Refer	A motion to refer to a Standing Committee shall take precedence over a motion to refer to a Special Committee or to Administration.
10.17	To Amend	After a resolution is moved and seconded, a motion to amend may be made; a motion to amend the amendment may be made. No further motion to amend shall be made until these have been decided
10.18	To Lay on the Table	A motion to lay on the table is not debatable; and issued for the purpose of allowing the Board or Committee to deal with some other matter at the same meeting prior to dealing with the matter temporarily laid on the table. A matter laid on the table may be dealt with at the same meeting or at a subsequent meeting.
10.19	To Withdraw	After a motion is read by the Chair, it shall be deemed to be in possession of the Board. A motion may, by consensus, be withdrawn for the purpose of obtaining further relevant information and/or background to be included when this will serve to clarify the motion.
10.20	To Reconsider	The Board may set aside a vote taken on a motion in order to re-examine its action if a motion to reconsider is made at the same meeting as the original vote. A Trustee who voted with the prevailing side must present the motion to reconsider. The motion to reconsider will require an affirmative vote of the majority of the members present and eligible to vote. The reconsideration may occur at the same meeting.
10.21	To Postpone Indefinitely	A motion to remove the main motion from the assembly's consideration for the session without a direct vote on it. It is debatable.
10.22	Motion Lost	A motion if lost, shall not again be entertained at the same meeting.
10.23	To Rescind	The Board may annul an action it has taken at a previous meeting by a motion to rescind the objectionable resolution, order or other proceeding; and this motion will require an affirmative vote of two-thirds (2/3) of the members present who are eligible to vote on the matter to pass. A motion to rescind any former action of the Board may be made by any member, provided that a written notice of intention to move the rescission shall have been given at a previous meeting of the Board. Once a motion to rescind has been decided in the negative, no further motion to rescind shall be entertained for the next twelve months without the unanimous consent of all Trustees present and eligible to vote on the matter.
10.24	Receipt of Reports	To 'receive' means that the Board receives a report or document without denoting agreement or disagreement.
10.25	To Adjourn	<p>A motion to adjourn shall be in order except when a Trustee is speaking, or a vote is taken. A motion to adjourn shall not be open to amendment or debate, but a motion to adjourn to a certain time may be amended and debated.</p> <p>After a motion to adjourn has been defeated, no second motion to the same effect shall be made until after some intermediate proceedings shall have been made.</p>
10.26	Recording of all Motions	All motions, carried and defeated, must be recorded in the minutes.

11.	VOTING	
11.1	Voting	Every Trustee present, excluding those that have declared an interest as required by the Municipal Conflict of Interest Act, may vote on all questions on which the Trustee is entitled to vote. Although it is desirable that a Trustee should record a vote in each case, the Chair has no power to compel a vote.
11.2	Right to Vote	Only Trustees present or deemed to be present at the meeting when a vote is taken shall have the right to vote.
11.3	Recounting Votes	When a vote takes place on any motion, the votes of the Trustees may be recounted at the request of a Trustee. A Trustee may, by request, have an item or items within any report, voted on separately.
11.4	Affirmative Vote Required	Except as otherwise provided in these By-laws, an affirmative vote shall require a majority of the votes of the Trustees who do vote (abstentions count as a non vote).
11.5	Minimum Number	Any matter, on which there are fewer than two Trustees eligible to vote at a Committee meeting, shall stand referred to the Board.
11.6	Methods of Voting	<p>Although the method requested by any person eligible to vote should be used to the extent practicable, the particular method of voting to be used to dispose of any matter shall be governed by the following rules:</p> <ul style="list-style-type: none"> • By general (or unanimous) consent, in which the Chair exercising discretion, states that the motion will be adopted in the absence of objection; • By show of hands, in which each person eligible to vote raises their hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted; • For recorded vote, each person eligible to vote stands in place in response to the requests of the Chair for the votes in the affirmative and in the negative, as the case may be, until the Chair has called the name of each person as voting, respectively, in the affirmative, or in the negative. • All final motions under “Action Items” of Regular/Special Board Meetings as well as Regular/Special Board In-Camera Meetings require a recorded vote and will be included in the minutes of said meeting. • By ballot, if it specifically applies to the election of the Chair or Vice Chair, in which each person eligible to vote shall mark on a paper provided by the Secretary, the person’s choice from among the available alternatives, the papers being collected and counted immediately thereafter.
11.7	Ruling of the Chair	The ruling of the Chair shall be final, subject only to an appeal of the ruling to the Board or by a member, without debate. Such appeal shall be voted upon and a simple majority carries such a motion.
11.8	Student Trustees	Student Trustee votes shall not be counted in determining any Board decision.
11.9	Right of the Chair to Vote	The Chair may vote with the other members of the Board upon all motions, and any motion on which there is an equality of votes is lost.
11.10	Vote Lost on Equality	Any motion on which there is an equality of votes is lost.
11.11	Declaration of Result	The Chair shall declare the result of all votes. After the Chair has put a question to vote, there shall be no further debate and no member shall walk across or out of the room. The decision of the Chair as to whether the question has been finally put shall be conclusive.

12.	DELEGATIONS AND SUBMISSIONS Policy I-6	
12.1	Purpose	A delegation wishing to make a presentation to the Board will submit the request in writing to the Secretary of the Board.
12.2	Request to be Heard	The request shall be received by the Secretary at least seven (7) days prior to the meeting of the Board.
12.3	Nature of the presentation	The request shall outline in some detail the nature of the presentation and indicate who the spokesperson will be for the group or organization.
12.4	Brief	A copy of the complete presentation must be provided to the Secretary of the Board at least four (4) business days (by 1:00 p.m.) prior to the Regular Board meeting. The presenter(s) will highlight the pertinent points in their presentation to the Board.
12.5	Time Available – Delegations	The delegation will be allowed a time of ten (10) minutes for their presentation.
12.6	Commercial Enterprises Prohibited	Commercial enterprises are prohibited from appearing before the Board as a delegation for purposes of promoting their products/services.
12.7	Response from the Board	The Board may make a decision on the presentation at the same meeting, refer the matter to a future meeting or request a staff report on the matter to be considered at a future meeting. Once the decision is made, the Secretary of the Board will communicate the Board's decision in writing to the spokesperson for the group or organization.

13.	OPEN QUESTION PERIOD	
13.1	Purpose	The purpose of the Open Question Period is to allow specific questions to the Board on any aspect of the Board's public operations.
13.2	Requirements	Questions shall be submitted, in writing prior to the commencement of the meeting, along with the name, address and telephone number of the questioner.
13.3	Validity of Questions	The Chair will determine the validity of the questions.
13.4	Timing	The open question period will last a maximum of ten (10) minutes, with each questioner allowed a maximum of two (2) minutes.
13.5	Response	The Chair will attempt to provide a response or direct the question to another Trustee or the Director of Education. If no immediate response can be given, a response will be communicated to the questioner at the earliest possible date. Copies of any written response to a question will be provided to Trustees and added to the minutes of a subsequent meeting.
13.6	Out of Order	Questions concerning the character or performance of named individuals or positions identified as such (students, teachers, staff, citizens or Trustees) shall be ruled out of order by the Chair.
13.7	Employees of the Board	Employees of the Board or representatives of employee groups shall not utilize the Open Question Period to express their views relative to their employment or professional interests.
13.8	Questions/Petitions/ Enquiries	All questions, petitions, enquiries or communications on any subject shall, upon presentation, be referred by the Chair to the appropriate meeting without a motion, unless otherwise determined by a majority of all members present.

14.	AMENDMENT OF BY-LAWS	
14.1	Purpose	An individual Trustee may give notice of an amendment, alteration or addition to the by-laws. Such notice will be referred to the Board for study and report.
14.2	Review Process	The By-Laws of the Halton Catholic District School Board shall be reviewed every four (4) years by the Board.
14.3	Temporary Suspension of By-laws - Voting	The Board may temporarily suspend a provision of these By-Laws by a two-thirds (2/3) majority vote of the members of the Board, except where the provision is grounded in an obligation imposed by law.
14.4	Timing on Agenda	A temporary suspension of the By-Laws shall expire at the end of the meeting in which the By-Laws are suspended, unless the Board determines otherwise.
14.5	Timing of Suspension	No temporary suspension of the By-Laws shall extend beyond the current meeting of the Board.

15.	REPORTING BY WAY OF MINUTES	
15.1	Reporting	Every Committee shall report after each of its meetings by way of the delivery of Minutes in either approved or unapproved form, segregating matters that have been considered public session from those that have been considered in private session and no public disclosure shall be made of these matters considered in private session.
15.2	Duty of the Board	The Board shall keep minutes.
15.3	Content of Minutes	Minutes of meetings of every committee and Board meeting shall contain the following information: <ul style="list-style-type: none"> • The name of the body meeting; • The date of the meeting; • Whether the meeting was a regular or special meeting. • The name of each Trustee who has disclosed any interest in any matter on the Agenda of such meeting, an identification of the matter in which the Trustee disclosed the interest and, if the public was not excluded from the meeting, the general nature of the interest disclosed. • The names of the Trustees, senior staff, external consultants, Board auditors or Board solicitors who were present, noting the time of arrival and departure. • The resolutions and recommendations adopted by the Board. • The time of adjournment

16.	DUTIES AND POWER OF SCHOOL TRUSTEES	
16.1	Duties of the Board	As members of the Board, representing all Catholic School ratepayers in the Regional Municipality of Halton, Trustees recognize: That the duties of the Halton Catholic District School Board and its Trustees shall be the duties as defined in the <u>Education Act</u> and in the Regulations of Ontario; the By-Laws, Policies and Procedures, Mission and Vision Statement of the Halton Catholic District School Board and the declaration of Office.
16.2	Governing Power	Members will exercise their power to govern only as Trustees of the corporate body, not as individuals.

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AMENDED:	NOVEMBER 20, 2012
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PURPOSE

These procedures support the application of the Board's Code of Conduct (see Appendix 16) and the Standards of Behaviour described in the Ontario Code of Conduct, revised 2007 and provisions of the Education Act as amended by the Progressive Discipline and Safety in Schools Act, 2007 and the *Accepting Schools Act (2012)*.

APPLICATION & SCOPE

These procedures describe the application of the Halton Catholic District School Board Code of Conduct to all students of the Board on school property, at school/Board authorized activities, while using school/Board authorized transportation services, and under certain conditions to a student's conduct in the community that adversely affects the moral tone of the school.

REQUIREMENTS**DEFINITIONS:**

The following definitions apply for the purposes of pupil discipline.

Adult Pupil - is a pupil who is 18 years or older or 16 or 17 and has removed him/herself from parental control.

Board Expulsion – is an expulsion from all schools of the Board *Bullying* - means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education ("intimidation")

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

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Cyber-bullying

For the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Daily Care – a person with daily care is an adult person (18 years or older) who is not the custodial parent/guardian of a pupil who is less than 18 years old, but is a person who cares for the pupil on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.

Discipline Committee – a committee of three (3) or more Trustees designated to determine suspension appeals and recommendations for expulsion.

Harassment – words, conduct or action that is directed at an individual and serves no legitimate purpose and which annoys, alarms or causes that individual emotional distress.

Parent/guardian – where there is a reference to involving or informing a parent/guardian it means the custodial parent or guardian of a minor child who is not an Adult Pupil.

Impact on School Climate - an incident or activity which has a negative impact on the school community.

School Climate – the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

School Community - the school community is composed of staff, pupils, parents, and volunteers of the school and feeder schools / family of schools, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school.

School Expulsion – is an expulsion from the school of the Board that the pupil was attending at the time of the incident.

Violent Incident – a violent incident is defined as any one of the following or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

Weapon – is any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica and weapons.

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A. PROGRESSIVE DISCIPLINE

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

Prevention and early intervention are important for assisting pupils to achieve their potential and for maintaining a positive school environment. A positive school environment is effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of the school community in the life of the school.

Each school is required to develop and implement a school-wide progressive discipline policy, consistent with the Board Student Discipline Policy and Student Discipline Procedures.

The teacher, principal or designate should select the most appropriate response to address the pupil's behaviour. Where a pupil has special education and/or disability related needs, the interventions, supports and consequences must be consistent with the expectations for the pupil, including those in the pupil's Individual Education Plan or Behaviour Management Plan.

Progressive discipline includes the use of early and ongoing intervention strategies and strategies to address inappropriate behaviour. Pupils' parent(s)/guardian(s) should be actively engaged in the progressive discipline approach.

See Appendices "A" and "B".

Early and Ongoing Intervention Strategies

A teacher or the principal or designate, as appropriate, may utilise early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours. These may include:

- Contact with pupil's parent(s)/guardian(s);
- Oral reminders;
- Review of expectations;
- Written work assignment addressing the behaviour, that have a learning component;
- Volunteer services to the school community;
- Conflict mediation and resolution;
- Peer mentoring;
- Referral to counselling; and/or
- Consultation.

In all cases where ongoing intervention strategies are used, the pupil's parents/guardians should be consulted.

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The teacher, principal or designate must keep a record for each pupil with whom intervention strategies are utilized. The record should include:

1. Name of the pupil;
2. Date of the incident or behaviour;
3. Nature of the incident or behaviour;
4. Progressive discipline approach used;
5. Outcome;
6. Contact with the pupil's parent/guardian (unless the pupil is an adult pupil); and/or
7. Be recorded in the Board's electronic Behaviour Management Tracking System.

Reporting to the Principal

- All Board employees including teaching and non-teaching staff must report these incidents to the principal.
- Boards must also include bus driver reporting requirements in their transportation policies and contracts.
- All non-board employees who come into direct contact with pupils on a regular basis shall report such matters to the principal.
- Reporting requirements must be clearly communicated to board employees, bus drivers, students and parents.
- When reporting, Board employees must:
 - Consider the safety of others and the urgency of the situation in reporting the incident as soon as reasonably possible (no later than the end of the school day).
 - Confirm all reports to the principal in writing using the Safe Schools Incident Reporting Form Part I (see Appendix 14A)
- Boards are expected to:
 - Outline for Board employees how to complete the Safe Schools Incident Reporting Form on a yearly basis.
 - Outline a process for employees to obtain acknowledgement of receipt of their report from the principal using the Safe Schools Incident Reporting Form –(see Appendix 14B)
 - Ensure that a report number is assigned to each report.
- After a report is submitted, the principal must:
 - Provide a written acknowledgment of the receipt of the report (Safe Schools Incident Reporting Form – Part II) to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgment.
 - Shall investigate any matter reported.
 - After investigating the matter, the principal shall verbally communicate the results of the investigation to:
 - a) If the matter was reported by a teacher, that teacher; or
 - b) If the matter was reported by an employee who is not a teacher, that employee unless, in the principal's opinion, it would not be appropriate to do so when communicating, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

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- Possible actions taken can include anything on the progressive discipline continuum e.g. warning, contacting parent, removal of privileges, suspensions.
- If no further action is taken by the principal, there is no requirement to retain the report and it should be destroyed.
- If action is taken, the form and documentation must be kept in the student's Ontario Student Record (OSR) for a minimum of one (1) year unless the Board requires a longer period.
- This will result in a complete documentation of the progressive discipline that has been applied to the student.
- If a principal decides that action is required as a result of an incident:
 - a copy of the form with documentation indicating the action taken will be filed in the appropriate student's Ontario Student Record (OSR).
 - the names of all the other students appearing on the form (aggressors and victims) must be removed except the name of the student in whose OSR the form is going.
- If no action is taken towards the aggressor, the report is not required to be retained in the student's OSR.
- Nothing about the incident, except the student's Safety Support Plan, is to go into the victim's OSR unless the victim/parent(s) of the victim specifically request that this is done.

Note: This formal report does not replace conversations between the employee and the principal. The principal and the employee are encouraged to talk about the incident regardless of action taken.

Addressing Inappropriate Behaviour

If a pupil has displayed inappropriate behaviour the principal or designate may utilize a range of interventions, supports, and consequences that are (1) developmentally appropriate, and (2) include opportunities for pupils to focus on improving their behaviour.

Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community.

If a pupil has engaged in inappropriate behaviour, the principal or designate may choose to use a progressive discipline strategy to address the infraction.

Interventions may include:

- Meeting with the pupil's parent(s)/guardian(s), pupil and principal;
- Referral to a community agency for anger management or substance abuse, counselling/intervention;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices; and
- Transfer with support.

In some cases, short-term suspension may also be considered a useful progressive discipline approach.

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Delegation of Authority/Student Discipline

- In accordance with the *Education Act* and Policy and Program Memorandum 145, a principal of a school may delegate authority to a teacher assigned to the school to carry out only the required actions under the *Act* with the conditions outlined herein.
- A principal shall not delegate authority to a teacher without his/her written consent. The Board assumes all liability associated with the delegation of authority to a teacher under Part XIII of the *Education Act*.
- Principals shall select one teacher to delegate authority and a second person to serve as a replacement should the original teacher selected not be available.
- A principal shall only delegate authority to a teacher if the principal and vice-principal(s) are on an unplanned absence from the school or in the case of an emergency requiring all administrators to be absent from the school.
- The teacher who is delegated authority shall be provided with the emergency contact numbers of the principal, vice-principal(s) and supervisory officer. The administrators shall be available through this contact number while there is no administrator in the school.
- No teacher shall be delegated any authority regarding suspension decisions or recommendations regarding the expulsion of students.
- The teacher shall contact the principal, vice-principal or supervisory officer in situations where the police and/or emergency services have been called. A principal/vice-principal/supervisory officer shall be available at the school in such cases where the police have been called.
- Teachers who are delegated authority by the principal shall receive at least one (1) day of in-service on a school day each school year prior to a principal being able to delegate such authority.
- Remuneration for Teacher Delegated Authority ("Teacher in Charge") is indicated in the Elementary and Secondary Collective Agreements.
- A principal may only delegate this authority to a teacher if the principal and vice-principal are absent from the school and must respect the terms of all applicable collective agreements.
- Identify a process for providing support to individuals who have been delegated authority, e.g. contact information of available Board supervisory officer.
- The principal must provide the name of a Teacher Delegated Authority and a substitute to the Executive Officer, Human Resources Services by September 20th of each school year.

Vice-Principals:

- Delegation may include all authority of the principal under Part XIII of the *Education Act* except the final decision regarding a recommendation to the Board to expel a student and suspensions for more than five (5) days.

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Teachers:

- Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension and/or expulsion.
- A teacher may be delegated limited authority to contact the parent of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.
- If the teacher is not clear on whether to call the parent or guardian the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parent as soon as possible.

AGREEMENTS WITH THIRD PARTIES REGARDING USE OF SCHOOLS

- Any person or group entering into an agreement in respect to the use of a school operated by the Board shall follow the standards that are consistent with the Provincial and Board Code of Conduct.

Factors to Consider Before Deciding to Utilize a Progressive Discipline Approach to Address Inappropriate Behaviour

Before applying any progressive discipline consequence, the principal/vice-principal shall consider whether or not the progressive discipline consequence might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation to the point of undue hardship is required.

In all cases where progressive discipline is being considered to address an inappropriate behaviour, the principal or designate must:

1. Consider the particular pupil and circumstances, including considering the mitigating and other factors;
2. Consider the nature and severity of the behaviour;
3. Consider the impact of the inappropriate behaviour on the school climate; and
4. Consult with the pupil's parent(s)/guardian (unless the pupil is an adult pupil).

Mitigating Factors

The mitigating factors to be considered by the principal before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and

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- Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

Other Factors to be Considered

- The pupil's academic, discipline and personal history;
- Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- The impact of the discipline on the pupil's prospects for further education;
- The pupil's age;
- Where the pupil has an Individual Education Plan (IEP) or disability related needs,
 - Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - Whether appropriate individualized accommodation has been provided; and
 - Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
- Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

Record

The principal or designate should keep a record for each pupil with whom progressive discipline approach(es) are utilized. The record should include:

- Name of the pupil;
- Date of the incident or behaviour;
- Nature of the incident or behaviour;
- Considerations taken into account;
- Progressive discipline approach used;
- Outcome;

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7. Contact with the pupil's parent/guardian (unless the pupil is an adult pupil); and
8. Record the incident and method of progressive discipline in the Board's electronic Behaviour Management Tracking System.

Notice to Parents/ Guardians

Following an incident for which the principal shall be considering imposing a suspension or making a recommendation for expulsion, the principal or vice-principal shall provide information to the parent/guardian of the victim, unless in the opinion of the principal or vice-principal providing information to the victim's parent/guardian would put the victim at risk of harm and would not be in the victim's best interest, or the victim is an adult pupil. Where the victim is an adult pupil, the principal or vice-principal shall inform the parent/guardian only with the victim's consent.

The Education Act states that the principal shall disclose,

- (a) the nature of the activity that resulted in harm to the pupil;
- (b) the nature of the harm to the pupil; and
- (c) the steps taken to protect the pupil's safety, including the nature of any disciplinary measures taken in response to the activity.

The Education Act states that the principal shall not disclose the name of or any other identifying or personal information about a student who engaged in the activity that resulted in the harm.

The principal or vice-principal may communicate to the victim's parent/guardian any school wide initiatives that have been or will be implemented as a result of the incident and/or other similar incidents. Where the pupil(s) disciplined shall no longer be attending the same school as the victim, this fact may be confirmed.

In addition, where the victim has been harassed, bullied or suffered violence because of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*, or has been sexually assaulted, the principal or vice-principal shall share contact information about professional supports such as community agencies, public health facilities and telecommunications forums, such as a help-phone-line or website, that the victim and the victim's parent/guardian may access for information, assistance and support. The principal or vice-principal shall, as appropriate, recommend a referral for the pupil to receive social work support.

A written list of community contacts will be made available to the victim and/or the victim's parent/guardian. This list shall also be available on the Board's website. If the victim requires support for linguistic, ethno-cultural or disability related needs, information about community supports that are available shall also be shared with the victim and/or the victim's parent/guardian in a form accessible to the parent/guardian.

The information about supports for the pupil provided to the parent/guardian shall be summarized in written form, which shall also include a copy of the contact information for the superintendent. A copy of the written summary, including a copy of any Safety Plan, shall be provided to the parent/guardian and the superintendent.

The principal or vice-principal shall also inform the parent/guardian that, if the parent/guardian is NOT satisfied with the measures being taken to protect and support the victim, the parent/guardian may contact the superintendent to request a review of the measures being taken by the school.

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Not Notifying a Parent/Guardian

Where, in the opinion of principal/ vice-principal/teacher-in-charge, providing information to the victim's parent/guardian would put the victim at risk of harm, such that notification would not be in the victim's best interests, or where the victim is an adult pupil and does NOT consent to his/her parent/guardian being informed, the principal/vice-principal/teacher-in-charge shall not inform the victim's parent/guardian. A teacher-in-charge shall report to the Administration at the earliest opportunity the reason(s) why notification was not provided to the parent/guardian. The principal or vice-principal shall:

- (1) consider, as a result of the victim's disclosure, whether or not the victim is a child in need of protection and, if so, make a report to the Children's Aid Society, and if in doubt, the principal or vice-principal shall make a no-names call to CAS to inquire about the appropriateness of making a report;
- (2) document in the Student Information System why the parent/guardian was not notified;
- (3) inform his/her superintendent that the parent/guardian was not informed and why;
- (4) inform the teacher or other professional or para-professional staff person, if that individual informed the principal or vice-principal of the potential for harm, that the parent/guardian was not informed and why; and
- (5) inform other staff working to support the pupil, as appropriate.

The principal or vice-principal shall inform the victim of the steps being taken by the school to protect the victim's safety. These measures might include a Safety Plan and the implementation of prevention strategies identified in this procedure.

Where the victim has been harassed, bullied or suffered violence as a result of one or more immutable characteristics, including any grounds protected by the *Human Rights Code*, or has been sexually assaulted, the principal or vice-principal shall provide the victim with contact information about professional supports, such as community agencies, public health facilities and telecommunications forums, such as a help-phone-line or website, that the victim may access for information, assistance and support. Supports might include *Kids Help Phone* and the *Lesbian, Gay, Bisexual and Transgendered Youth Line*. A written list of community contacts shall be provided to the victim and the victim shall be informed that the list is available on the Board's website. Where the victim requires support for linguistic, ethno-cultural or disability related needs, information about community supports that are available shall also be shared with the victim in a form most accessible to the victim.

Where the pupil who has been disciplined shall no longer be attending the same school as the victim, this fact may be confirmed.

Response by Board Employees

- An employee of the Board who observes a pupil behaving in a way that is likely to have a negative impact on school climate is required to respond to the behaviour.
 - These behaviours include bullying/cyberbullying, racist, sexual, sexist, or homophobic comments, slurs, and jokes or graffiti, as well as activities for which suspension and expulsion must be considered.
- This requirement applies to all board employees who work directly with students. This includes, but is not limited to, teachers, non-teaching staff in social work, child and youth work, psychology, and related areas, as well as educational assistants (PPM 145).
 - Responding may include asking a student to stop the inappropriate behaviour, naming the type of behaviour and explaining why it is inappropriate and/or disrespectful, and asking the student for a change in future behaviour.

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- An employee is not required to respond if responding would, in the employee's opinion, cause immediate physical harm to himself or herself or to that of a student or another person.
 - The employee is expected to verbally inform the principal as soon as possible if they do not immediately respond

B. SUSPENSION OF PUPIL**Suspension Infractions**

When a principal's investigation of an incident, which should include consultation with the adult pupil or the pupil's parent/guardian and pupil, determines that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, a principal will consider whether that pupil should be suspended, taking into account any mitigating and other factors that might be applicable in the circumstances.

The principal will also contact the police consistent with the Police and School Protocol if the infraction the pupil is suspected of committing requires such contact. When in doubt, the principal will consult with his or her Superintendent.

The infractions for which a suspension may be imposed by the principal include:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal or restricted drugs/substances;
3. Being under the influence of alcohol and/or illegal restricted drugs/substances;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. Bullying which includes Cyberbullying (see Administrative Procedure VI-44);
7. Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board:
 - a) Any act considered by the principal to be injurious to the moral tone of the school;
 - b) Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
 - c) Any act considered by the principal to be contrary to the Board or School Code of Conduct including but not limited to the following:
 - academic dishonesty –attempting to deceive by cheating, copying or plagiarizing
 - defiance – refusal to comply with persons in authority
 - disorderly conduct – persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school
 - explosive devices – use of or possession of explosive devices
 - extortion – to take money, homework or property under threat of harm or duress
 - fire setting, bomb threat, fire alarm – setting a fire or an act that places individuals, property or community at risk
 - harassment – repeated comments or conduct that is known or ought to be known as unwelcome

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- hate crimes – words or actions considered offensive in reference to a person’s age, appearance, culture, disability, gender, race, or religion
- smoking on school property – violation of the Tobacco Control Act
- theft – taking, possessing property without the permission of the owner
- trespass – unauthorized presence on school property
- truancy – persistent unexplained absence
- vehicle use – reckless or dangerous use of a vehicle, e.g. car, bicycle, motorcycle, etc.

A pupil may be suspended only once for any incident of an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

These activities include incidents that occur while at school, at a school-related activity or in circumstances where the activity will have a negative impact on the school climate.

Factors to Consider Before Deciding to Impose a Suspension

Before deciding whether to impose a suspension, or some other form of discipline, a principal will make every effort to consult with the pupil, where appropriate, and the pupil’s parent(s)/guardian(s) (if the pupil is not an adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances.

Mitigating Factors

The mitigating factors to be considered by the principal before deciding whether to impose a suspension are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. Whether the pupil’s continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal will not suspend the pupil. Alternative discipline and/or other intervention may be considered by the principal in such circumstances. If the pupil poses an unacceptable risk to the safety of others in the school, the principal will consult with his/her Superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety of pupils, staff, and others in the school.

Other Factors to be Considered

Where the pupil is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil:

1. The pupil’s academic, discipline and personal history;
2. Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;

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3. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. The impact of the discipline on the pupil's prospects for further education;
5. The pupil's age;
6. Where the pupil has an Individual Education Plan (IEP) or disability related needs,
 - a. Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - b. Whether appropriate individualized accommodation has been provided; and
 - c. Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
7. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

Progressive Discipline

In reviewing whether progressive discipline approach(es) has/have been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure, the principal will consider the following:

1. Whether the teacher, principal or designate has utilised early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:
 - contact with the pupil's parent(s)/guardian(s);
 - oral reminders;
 - review of expectations;
 - written work assignments with a learning component;
 - assigning the pupil to volunteer services to the community;
 - conflict mediation and resolution;
 - peer mentoring;
 - referral to counselling; and/or
 - consultation.
2. Whether the principal or designate has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:
 - meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
 - referral of pupil to a community agency for anger management or substance abuse counselling;
 - detentions;
 - withdrawal of privileges;
 - withdrawal from class;
 - restitution for damages;
 - restorative practices; and/or
 - transfer

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Factors Mitigating Decision to Suspend

In circumstances where one or more of the factors above mitigate the decision to apply a suspension as a form of discipline for the pupil, the principal may consider whether alternative discipline and/or other intervention is appropriate in the circumstances.

Consultation

Before imposing a suspension of six (6) or more school days, the principal will consult with the Superintendent of Education regarding:

1. The investigation undertaken;
2. The circumstances of the incident;
3. Whether or not one or more of the factors outlined above are applicable in the circumstances; and
4. The appropriate length of the suspension.

School Work

A pupil who is subject to a suspension of five (5) or fewer school days must be provided with school work to complete at home while serving the suspension. The school work must be available to the adult pupil's designate or the pupil's parent/guardian or designate as soon as possible, if the pupil is suspended for one (1) school day. If this is not possible, the pupil must be given an opportunity to catch-up on missed school work as part of the re-entry process. Where the pupil has been suspended for two (2) or more school days the principal/designate will ensure that the school work provided to the pupil will be available as soon as possible.

In addition to receiving school work for the first five (5) school days of suspension, a pupil who is subject to a suspension of six (6) or more school days must be assigned an alternative program for pupils. A pupil participating in the Alternative Suspension Program is not considered to be engaging in school or school-related activities.

Support for Students

- All Board employees must take all allegations of gender-based violence, sexual harassment, and inappropriate sexual behaviour (PPM 145) and bullying (PPM 144) seriously and act in a timely, sensitive and supportive manner. See *"Pastoral Guidelines to Assist Students of Same-Sex Orientation"* in Policy II-45 Equity and Inclusive Education.
 - Boards must support students who are victims of serious student incidents and their parents by:
 - including the development of specific Student Safety Support Plans to protect the victim; and
 - outline a process for parents to follow when they are not satisfied with the supports that their children receive.
 - If the adult pupil or the pupil's parent/guardian is not satisfied with the supports that their child has received, the parent/guardian may contact the Family of School Superintendent to address concerns as soon as possible and no later than ten (10) school days after the Safety Support Plan comes into effect.
- ** Serious student incidents are incidents that must be considered for suspension (s.306.(1) or expulsion s.310.(1)).
 - Boards must refer students who are victims to a community agency that supports Catholic teachings where available and can provide the appropriate type of confidential support when his/her parents are not notified.

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- When boards determine that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved.
 - Boards are expected to coordinate a transition meeting to support the student who is being moved which should include the receiving teacher and non-teaching staff.
 - Boards are expected to have clear policies for teaching/non-teaching staff regarding confidentiality of information shared at transition meetings when a student is moved.

Prevention and Training

- Prevention and awareness raising strategies must be aimed at all members of the school community in areas including, but not limited to gender-based violence, sexual orientation, sexual harassment, inappropriate sexual behaviour, bullying (including cyberbullying), critical media literacy, and safe internet use.
- **Boards/schools must:**
 - ensure that prevention and awareness raising planning is consistent with the requirements of Individual Education Plans (IEPs) for students with special needs, including requirements regarding accommodations and modifications; conduct anonymous school climate surveys of their students every two (2) years; promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability, promote the prevention of bullying/cyberbullying, and;
 - share climate survey results with their Safe Schools Teams.
- The week beginning on the third Sunday in November in each year is proclaimed as Bullying Awareness and Prevention Week.

Procedural Steps When Imposing a Suspension

Where a principal has determined that it is appropriate in the circumstances to impose a suspension, the principal is required to effect the following procedural steps:

1. Within 24 hours of the decision, the principal must make all reasonable efforts to inform the adult pupil or the pupil's parent/guardian of the suspension;
2. The principal must inform the pupil's teacher(s) of the suspension;
3. The principal in conjunction with the pupil's teacher(s) must organize school work to be provided for the pupil to be completed during the duration of the pupil's suspension;
4. The principal must provide written notice of the suspension promptly to the pupil, the pupil's parent/guardian (unless the pupil is an adult pupil), the Family of Schools Superintendent of Education, and the Superintendent Responsible for Student Discipline;

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5. The written notice of suspension will include:

- a) The reason for suspension;
- b) The duration of the suspension;
- c) Information about the Alternative Suspension Program the pupil is assigned to, where the pupil is suspended for six (6) or more school days;
- d) Information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the Superintendent Responsible for Student Discipline;
(see suspension letter template attached)

6. Every effort should be made to include the school work with the letter of suspension to the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil) on the day the pupil is suspended, if possible, if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent/guardian is not available, the letter should be sent by registered mail, couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or pupil's parent/guardian or designate to pick-up from the school the following school day.

- If notice is sent by registered mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
- If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.

7. Where the incident is a violent incident, a Violent Incident Form must be completed and filed in the pupil's Ontario Student Record. Please see requirements for the reporting of Violent Incidents set out below.

Alternative Suspension Program

Where a pupil has been suspended for six (6) or more school days the pupil will be provided with school work for the first five (5) school days or until the Student Action Plan is implemented and will be assigned an alternative program for pupils subject to lengthy suspension.

A pupil cannot be compelled to participate in an Alternative Suspension Program. Should the adult pupil or a pupil's parent/guardian choose not to have the pupil participate in an Alternative Suspension Program, the pupil will continue to be provided with school work consistent with the Ontario curriculum or that pupil's modified or alternative curriculum to be completed at home for the duration of his/her suspension. This school work will be available at the school for pick-up by the adult pupil's designate or the pupil's parent/guardian or designate at regular intervals during the suspension period. Where school work has not been picked up, the school should contact the adult pupil or the pupil's parent/guardian to determine whether the school work will be picked up. The principal should record the follow-up and response.

A Student Action Plan (SAP) will be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in an Alternative Suspension Program.

Agreement or refusal to participate in an Alternative Suspension Program may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the adult pupil or pupil's parent/guardian declines the offer to participate in an Alternative Suspension Program, the principal shall record the date and time of such refusal.

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Planning Meeting

For pupils subject to a suspension of six (6) or more school days who choose to participate in an Alternative Suspension Program, the principal of the school or designate will hold a planning meeting for the purpose of developing the Student Action Plan.

- The adult pupil or pupil's parent/guardian and the pupil (where appropriate) as well as any appropriate administrator, teaching and support staff including community agencies where applicable will be invited to participate in the planning meeting.
- The planning meeting will be scheduled to occur within two (2) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension Program.
- If the adult pupil or the pupil's parent/guardian are not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the Student Action Plan will be provided to them following the meeting.
- During the planning meeting the principal or designate will review the issues to be addressed in the pupil's Student Action Plan.

Student Action Plan

A pupil subject to suspension for six (6) or more school days will be provided with both academic and non-academic supports, which will be identified in the pupil's Student Action Plan. Pupils subject to a suspension of fewer than eleven (11) school days may be offered non-academic supports where such supports are appropriate and available.

- The Student Action Plan will be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice-principal of the school, guidance counsellor, special education teacher, classroom teacher, Child Youth Counsellor and/or social worker.
- The principal will make every effort to complete the Student Action Plan within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension Program.
- This timeline will be communicated to the adult pupil and/or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
- The principal must ensure that the pupil is provided with school work until the Student Action Plan is in place.
- Once completed, the Student Action Plan will be shared with the adult pupil, or the pupil's parent/guardian and the pupil and all necessary staff to facilitate implementation.
- A copy of the Student Action Plan will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.

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- The Student Action Plan will identify:
 1. The incident for which the pupil was suspended;
 2. The progressive discipline steps taken prior to the suspension, if any;
 3. Any alternative discipline measures imposed in addition to the suspension;
 4. Any other disciplinary issues regarding the pupil that have been identified by the school;
 5. Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
 6. Any program(s) or service(s) that might be provided to address those learning or other needs;
 7. The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
 8. Where the pupil has an Individual Education Plan, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
 9. The non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
 10. The measurable goals the pupil will be striving to achieve during the period of suspension.

Suspension Appeal Process (see also Appendix 3 "Student Discipline Suspension Appeal Guidelines")

The adult pupil or the pupil's parent/guardian may appeal a suspension.

All suspension appeals will be received by the Superintendent Responsible for Student Discipline.

- An appeal of a suspension does not stay the suspension.
- A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension within ten (10) school days of the commencement of the suspension.
- The board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).

Upon receipt of written notice of the intention to appeal the suspension, the Superintendent Responsible for Student Discipline:

1. Will promptly advise the school principal of the appeal;
2. Will invite the appellant to contact the Superintendent Responsible for Student Discipline to discuss any matter respecting the incident and/or appeal of the suspension;
3. May propose a meeting with the adult pupil or the pupil's parent/guardian and the principal to narrow the issues and try to effect a settlement, and arrange a date for the appeal before the Discipline Committee. This meeting may include the Principal, appellant and Family of Schools Superintendent.
4. Where a settlement is not effected, the principal will prepare a Principal's Report that will be provided to the parent/guardian and the Superintendent Responsible for Student Discipline.

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The Superintendent Responsible for Student Discipline will:

1. Coordinate the preparation of a written report for the Board. This report will contain at least the following components:
 - a) A report of the incident and rationale for suspension prepared by the principal;
 - b) A copy of the original suspension letter; and
 - c) A copy of the letter requesting the Suspension Appeal.
2. Inform the adult pupil or the pupil's parent/guardian of the date of the Suspension Appeal, provide a guide to the process for the appeal, and a copy of the documentation that will go to the Discipline Committee. (see the letter template attached as Appendix 7)
3. Ensure that the item is placed on the Discipline Committee's agenda.

The parties in an appeal to the Discipline Committee shall be:

1. The principal; and
2. The adult pupil or the pupil's parent/guardian, if they appealed the decision; and
3. Any other parties as agreed upon by the Board and parent/guardian.

Suspension Appeal before the Discipline Committee of the Board

Suspension appeals will be heard orally, *in camera*, by the Discipline Committee of Trustees. The Discipline Committee may grant a person with daily care authority to make submissions on behalf of the pupil.

1. The appellant and/or the person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired.
2. The pupil will be asked to make a statement on his/her own behalf.
3. The Superintendent of Education for the school and/or the principal will make oral submissions on behalf of the administration, including a response to any issues raised in the appellant's submissions. The Superintendent/principal may rely on the report prepared for the Discipline Committee.
4. The appellant may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the appellant.
5. The Discipline Committee may ask any party, or the pupil, where appropriate, questions of clarification.

Legal counsel for the Board may be present at the appeal if the appellant is represented by legal counsel or an agent.

The Discipline Committee may make such orders or give such directions at an appeal as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.

Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.

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The Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall either:

1. Confirm the suspension and its duration; or
2. Confirm the suspension but shorten its duration and amend the record, as necessary; or
3. Quash the suspension and order that the record be expunged; or
4. Make such other appropriate order.

The decision of the Discipline Committee is final. The decision shall be communicated to the appellant in writing. (see the template letter at Appendix 8A and B)

Re-Entry

Following a suspension of six (6) or more school days, a re-entry meeting will be held with appropriate staff, the pupil, and the pupil's parent/guardian if possible, to provide positive and constructive redirection for the pupil. Where the pupil has participated in an Alternative Suspension Program, the pupil's success in achieving the goals outlined in the SAP will be reviewed with the adult pupil or the pupil's parent/guardian and pupil. Further programs and services might be recommended by the principal of the school for the purpose of achieving additional or greater success in meeting the goals outlined in the Student Action Plan.

C. EXPULSION OF PUPILS

If the principal has reasonable grounds to believe that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, the principal shall suspend the pupil.

The principal will also contact the police consistent with the Police and School Response Protocol if the infraction the pupil is suspected of committing requires such contact. When in doubt, the principal will consult with his or her Superintendent.

The enumerated activities are:

1. Possessing a weapon, including possessing a firearm or a replica;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or replica, illegal or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
- 7.1 Bullying, if,
 - i. the pupil has previously been suspended for engaging in bullying, and/or
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.

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- 7.2 Any activity listed in subsection 306 (i) that is motivated by age, bias, colour, gender expression, gender identity, mental or physical disability, language, national or ethnic origin, prejudice or hate based on race, religion, sex, sexual orientation, or any other similar factors;
8. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled:
- An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
 - A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
 - Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
 - Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
 - The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
 - Any act considered by the principal to be a serious violation of the Board or School Code of Conduct.

Factors to Consider to Determine Duration of Suspension Leading to a Possible Expulsion and Whether to Recommend Expulsion

The Education Act requires the principal to consider mitigating and other factors set out below in determining the length of the suspension and in determining whether to recommend expulsion.

The principal will make every effort to consult with the pupil, where appropriate, and the pupil's parent/guardian, if the pupil is not an adult pupil, to assist to identify whether any mitigating factors might apply in the circumstances. However, despite consultation, the identification of mitigating and other factors remains the responsibility of the principal.

Suspension Pending Recommendation for Expulsion

If the pupil is suspended pending an investigation to determine whether expulsion will be recommended, mitigating and other factors must be considered in determining the length of the suspension which can be for one (1) to (20) twenty school days.

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension.

Procedural Steps When Imposing a Suspension Leading to a Possible Expulsion

When imposing a suspension the principal is required to effect the following procedural steps:

- Within 24 hours of the decision, the principal must make all reasonable efforts to inform the adult pupil or the pupil's parent/guardian of the suspension;

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2. The principal must inform the pupil's teacher(s) of the suspension;
3. The principal must provide written notice of the suspension promptly to the adult pupil or the pupil's parent/guardian and pupil and the Superintendent of Education. The written notice of suspension will include:
 - a) The reason for suspension;
 - b) The duration of the suspension;
 - c) Information about the program for suspended pupils the pupil is assigned to;
 - d) Information about the investigation the principal is conducting to determine whether to recommend expulsion;
 - e) A statement that there is no immediate right to appeal the suspension. Any appeal must wait until the principal decides whether to recommend an expulsion, and if the principal decides not to recommend an expulsion, a statement that the suspension may be appealed to the Discipline Committee, and if the principal decides to recommend an expulsion that the suspension may be addressed at the expulsion hearing.
(see the template letter at Appendix 9)
4. Every effort should be made to include the school work with the letter of suspension to the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil) on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or his/her parent/guardian is not available, the letter should be sent by registered mail, couriered, faxed or emailed to the home address that day and school work should be made available for the adult pupil's designate or the pupil's parent/guardian or designate to pick-up from the school the following school day.
 - If notice is sent by registered mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.

Please see requirements for the reporting of Violent Incidents set out below.

Alternative Suspension Program

Where a pupil has been suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be assigned an alternative suspension program for pupils subject to lengthy suspension (Alternative Suspension Program).

A pupil cannot be compelled to participate in an Alternative Suspension Program. Should the adult pupil or the pupil's parent/guardian choose not to have the pupil participate in an Alternative Suspension Program, the pupil will be provided with school work consistent with the Ontario curriculum or that pupil's modified and/or alternative curriculum to be completed at home for the duration of his/her suspension. This school work will be available at the school for pick-up by the adult pupil's designate or the pupil's parent/guardian or a designate at regular intervals to be determined by the principal during the suspension period as soon as possible and/or after the adult pupil or the pupil's parent/guardian refuses to participate in an Alternative Suspension Program.

A Student Action Plan (SAP) must be developed for every pupil who agrees to participate in an Alternative Suspension Program.

Agreement or refusal to participate in an Alternative Suspension Program may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the pupil or his/her parent/guardian declines the offer to participate in an Alternative Suspension Program, the principal shall record the date and time of such refusal.

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Planning Meeting

For pupils subject to a suspension pending an investigation to determine whether to recommend an expulsion who choose to participate in an Alternative Suspension Program, the principal of the school or designate will hold a planning meeting for the purpose of developing the Student Action Plan.

- The adult pupil or the pupil's parent/guardian and pupil (where appropriate) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting.
- The planning meeting will be scheduled to occur within two (2) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension Program.
- If the adult pupil or the pupil's parent/guardian are not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the Student Action Plan will be provided to them following the meeting.
- During the planning meeting the principal or designate will review the issues to be addressed in the pupil's SAP.

Student Action Plan

A pupil subject to suspension pending an investigation to determine whether to recommend an expulsion will be provided with both academic and non-academic supports, which will be identified in the pupil's Student Action Plan.

- The Student Action Plan will be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice-principal of the school, guidance counsellor, special education teacher, classroom teacher, Child Youth Counsellor and/or social worker.
- The principal will make every effort to complete the Student Action Plan within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an Alternative Suspension Program.
- This timeline will be communicated to the adult pupil or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
- Once completed, the Student Action Plan will be shared with the adult pupil or the pupil's parent/guardian and pupil and all necessary staff to facilitate implementation.
- A copy of the Student Action Plan will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.

The Student Action Plan will identify:

1. The incident for which the pupil was suspended;
2. The progressive discipline steps taken prior to the suspension, if any;
3. Any alternative discipline measures imposed in addition to the suspension;
4. Any other disciplinary issues regarding the pupil that have been identified by the school;
5. Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;

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6. Any program(s) or service(s) that might be provided to address those learning or other needs;
7. The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
8. Where the pupil has an Individual Education Plan, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
9. The non-academic program and services to be provided to the pupil during the suspension and details regarding how that non-academic program and those services will be accessed; and
10. The measurable goals the pupil will be striving to achieve during the period of suspension.

Principal's Investigation

The principal will conduct an investigation promptly following the suspension of the pupil to determine whether to recommend to the Discipline Committee that the pupil be expelled. As part of the investigation, the principal will consult with the Superintendent of Education and/or Superintendent Responsible for Student Discipline regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the substantive decision whether or not to recommend that the pupil be expelled. Should the decision be made to refer the pupil to the Discipline Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Discipline Committee within twenty (20) school days from the date of suspension (unless timelines are extended on mutual consent).

Any police investigation will be conducted separately from the principal's inquiry.

As part of the investigation, the principal will:

1. Make all reasonable efforts to speak with the adult pupil, the pupil and the pupil's parent/guardian;
2. Include interviews with witnesses who the principal determines can contribute relevant information to the investigation;
3. Make every reasonable effort to interview any witnesses suggested by the pupil, or the pupil's parent/guardian;
4. Make every reasonable effort to obtain a statement from the pupil; and
5. Consider the mitigating and other factors when determining whether to recommend to the Discipline Committee that the pupil be expelled.

Mitigating Factors

The mitigating factors to be considered by the principal before deciding the length of a suspension and whether to recommend an expulsion are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

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Other Factors to be Considered

The principal will also consider whether the following factors mitigate the length of a suspension and whether the pupil should be referred to the Discipline Committee on a recommendation for expulsion.

1. The pupil's academic, discipline and personal history;
2. Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
3. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or to related harassment for any other reason;
4. The impact of the discipline on the pupil's prospects for further education;
5. The pupil's age;
6. Where the pupil has an Individual Education Plan or disability related needs,
 - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - b) Whether appropriate individualized accommodation has been provided; and
 - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
7. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

Progressive Discipline

In reviewing whether progressive discipline approach(es) has/have been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure, the principal will consider the following:

1. Whether the teacher, principal or designate has utilised early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:
 - contact with the pupil's parent(s)/guardian(s);
 - oral reminders;
 - review of expectations;
 - written work assignments with a learning component;
 - assigning the pupil to volunteer services to the community;
 - conflict mediation and resolution;
 - peer mentoring;
 - referral to counselling; and/or
 - consultation
2. Inappropriate behaviour for which a suspension could have been imposed, such as:
 - meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
 - referral of pupil to a community agency for anger management or substance abuse counselling;

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- detentions;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- restorative practices; and/or
- transfer

Consultation

Before making a decision the principal will make every effort to consult with the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil).

Decision Not to Recommend Expulsion

Following the investigation and consideration of the mitigating and other factors, if the principal decides not to recommend to the Discipline Committee that the pupil be expelled, the principal must:

1. Consider whether progressive discipline is appropriate in the circumstances;
2. Uphold the suspension and its duration;
3. Uphold the suspension and shorten its duration and amend the record accordingly; or
4. Withdraw the suspension and expunge the record.

If the principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:

1. A statement of the principal's decision not to recommend expulsion to the Discipline Committee;
2. A statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn;
3. If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Discipline Committee, including:
 - a) A copy of the Board policies and guidelines regarding suspension appeals;
 - b) Contact information for the Superintendent Responsible for Student Discipline;
 - c) A statement that written notice of an intention to appeal must be given within five (5) school days following receipt by the party of notice of the decision not to recommend expulsion; or
 - d) If the length of the suspension has been shortened, notice that the appeal from the shortened length of the suspension.

(see the template letter at Appendix 10)

Recommendation to the Board for an Expulsion Hearing

If a principal, in consultation with the Family of School's Superintendent of Education, determines that a referral for expulsion is warranted, the principal must refer the recommendation for expulsion to the Discipline Committee to be heard within twenty (20) school days from the date the principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

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For the purposes of the expulsion proceeding, the principal will:

1. Prepare a report to be submitted to the Discipline Committee and provide the report to the pupil and the pupil's parent or guardian (unless the pupil is an adult pupil) prior to the hearing. The report will include;
 - a) A summary of the findings the principal made in the investigation;
 - b) An analysis of which, if any, mitigating or other factors might be applicable;
 - c) A recommendation of whether the expulsion should be from the school or from the Board; and
 - d) A recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.
2. Inquire with the Superintendent Responsible for Discipline as to the date and location of the hearing and provide written notice of the expulsion hearing to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:
 - a) A statement that the pupil is being referred to the Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
 - b) A copy of the Board's guidelines and rules governing the hearing before the Discipline Committee;
 - c) A copy of the Board Code of Conduct and school Code of Conduct;
 - d) A copy of the suspension letter;
 - e) A statement that the pupil and/or his or her parent/guardian has the right to respond to the principal's report in writing;
 - f) Information about the procedures and possible outcomes of the expulsion hearing, including that:
 1. If the Discipline Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;
 2. Parties have the right to make submissions with respect to the suspension;
 3. Any decision with respect to the suspension is final and cannot be appealed;

If the pupil is expelled from the school, they will be assigned to another program or school;

 4. If the pupil is expelled from the Board, they will be assigned to a program for expelled pupils;
 5. If the pupil is expelled there is a right of appeal to the Child and Family Services Review Board.
 - g) The name and contact information for the Superintendent Responsible for Student Discipline.
(see the template letter at Appendix 11)

The Family of School Superintendent of Education will:

1. Advise the Superintendent Responsible for Student Discipline and the Trustee(s) for the school involved of the general details of the incident, including actions taken or pending; and
2. Submit the Principal's Report for the Discipline Committee to the Superintendent Responsible for Student Discipline.

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The Superintendent Responsible for Student Discipline:

1. May arrange a meeting with the adult pupil or the pupil's parent/guardian and pupil and the principal, as appropriate.
 - a. If a meeting is arranged, the Superintendent Responsible for Student Discipline will review the Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process or incident; and
 - b. If a meeting is arranged, during the meeting the Superintendent Responsible for Student Discipline may assist to narrow the issues and identify agreed upon facts.
2. Will ensure that the item is placed on the Discipline Committee agenda for the date and time set out on the notice to the adult pupil or the pupil's parent/guardian and co-ordinate the attendance of the Trustees.
3. Will prepare a package of documents for the Discipline Committee, which will include at least the following components:
 - a. A copy of the Principal's Report; and
 - b. A copy of the notice of expulsion sent to the adult pupil or pupil's parent/guardian.
4. Will confirm with the adult pupil or the pupil's parent/guardian the date and location of the expulsion hearing, will provide a copy of the Expulsion Hearing Rules, and a copy of the package to go to the Discipline Committee.

Hearing Before the Discipline Committee

If the principal recommends expulsion, the Discipline Committee shall hold a hearing.

Parties before the Discipline Committee will be:

1. The principal; and
2. The adult pupil, pupil and the pupil's parent/guardian.

The Discipline Committee may grant a person with daily care authority to make submissions on behalf of the pupil.

A pupil who is not a party to the hearing has the right to be present at the hearing and to make a statement on his or her behalf.

The hearing will be conducted in accordance with the Rules of the Discipline Committee and the Guideline for Expulsion Hearings:

1. The Discipline Committee shall consider oral and written submissions, if any, of all parties;
2. The Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion;
3. The Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn; and
4. Such other matters as the Discipline Committee considers appropriate.

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In determining whether to impose an expulsion the Discipline Committee shall consider the following factors:

1. The mitigating and other factors:
 - a. Whether the pupil has the ability to control his or her behaviour;
 - b. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
 - c. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;
 - d. The pupil's academic, discipline and personal history;
 - e. Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
 - f. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or to related harassment for any other reason;
 - g. The impact of the discipline on the pupil's prospects for further education;
 - h. The pupil's age;
 - i. Where the pupil has an Individual Education Plan or disability related needs,
 - i. Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - ii. Whether appropriate individualized accommodation has been provided; and
 - iii. Whether an expulsion is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether an expulsion is likely to result in a greater likelihood of further inappropriate conduct; and
 - j. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
2. The submissions and views of the parties.
3. Any written response to the principal's report provided before the completion of the hearing; and
4. Such matters as the Discipline Committee considers appropriate.

Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Discipline Committee may request further evidence as set out in the Expulsion Hearing Rules, subject to the requirement that the hearing take place within 20 school days, or the Discipline Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

No Expulsion

If the Discipline Committee decides not to expel the pupil, the Discipline Committee shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:

1. Uphold the suspension and its duration;
2. Uphold the suspension and shorten its duration and amend the record accordingly;

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3. Quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record.

The Discipline Committee shall give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension.

The Discipline Committee's decision with respect to the suspension is final.

Expulsion

In the event the Discipline Committee decides to impose an expulsion on the pupil, the Discipline Committee must decide whether to impose a Board expulsion or a school expulsion. In determining the type of the expulsion, the Discipline Committee shall consider the following factors:

1. The mitigating and other factors:
 - a. Whether the pupil has the ability to control his or her behaviour;
 - b. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
 - c. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;
 - d. The pupil's academic, discipline and personal history;
 - e. Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
 - f. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or to related harassment for any other reason;
 - g. The impact of the discipline on the pupil's prospects for further education;
 - h. The pupil's age;
 - i. Where the pupil has an Individual Education Plan or disability related needs,
 - i. Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - ii. Whether appropriate individualized accommodation has been provided; and
 - iii. Whether a school or Board expulsion is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether it is likely to result in a greater likelihood of further inappropriate conduct; and
 - j. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school;
2. All submissions and views of the parties;
3. Any written response to the principal's report provided before the completion of the hearing; and
4. Such other matters as the Discipline Committee considers appropriate.

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Where the Discipline Committee decides to impose a school expulsion, then the Discipline Committee must assign the pupil to another school in the Board.

Where the Discipline Committee decides to impose a Board expulsion, then the Discipline Committee must assign the pupil to a program for expelled pupils.

The Discipline Committee must promptly provide written notice of the decision to expel the pupil to all parties, and the pupil, if he or she was not a party. The written notice shall include:

1. The reason for the expulsion;
2. A statement indicating whether the expulsion is a school expulsion or a Board expulsion;
3. Information about the school or program to which the pupil has been assigned; and
4. Information about the right to appeal the expulsion, including the steps to be taken.
(see the template letter at Appendix 12A)

Once the principal of alternative programs has received notice that a pupil has been expelled, s/he must create a Student Action Plan in a manner consistent with the Board's policy and procedures for programs for expelled pupils.

An expelled pupil is a pupil of the Board, if the pupil attends a program for expelled students offered by the Board or by another Board under an agreement between the boards, unless the pupil does not attend the program, or registers at another school board.

Re-entry Requirements Following an Expulsion

Students who are subject to a Board expulsion are entitled to apply in writing for re-admission to a school of the Board once they have successfully completed the program for expelled students.

Completion of the program entails the fulfillment of the academic and non-academic goals established by the program staff in conjunction with the student. The goals will be established in the first month after entry into the program.

Upon completion of the established goals, the student's progress is reviewed. The membership of this committee includes, but is not limited to:

1. Superintendent Responsible for Student Discipline
2. Family of School Superintendent
3. Vice Principal of Alternative Learning
4. Social Worker of Alternative Learning
5. Classroom Teacher

When students successfully meet all program expectations, the Board shall re-admit the pupil and inform the pupil in writing of the re-admission.

Students who are subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which they were expelled.

1. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;

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2. Students will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate;
3. The student will be required to sign a Declaration of Performance form provided by the Board (Appendix 13);
4. The Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the individual.

Appeal of Board Decision to Expel

The adult pupil or the pupil's parent/guardian may appeal a Board decision to expel the pupil to the Child and Family Services Review Board.

Written notice of appeal must be provided to the Child and Family Services Review Board within thirty (30) days of the date of receipt of notice of the decision to expel.

The Child and Family Services Review Board is designated to hear and determine appeals of school Board decisions to expel pupils.

The decision of the Child and Family Services Review Board is final.

Building Partnerships

Every school board must:

- work with police agencies and partners to establish a Police Protocol.
- direct schools to work with agencies/organizations that support Catholic teachings where available and who have knowledge/expertise in gender-based violence, sexual assault, sexual harassment, bullying (Cyberbullying) and inappropriate sexual behaviour to provide appropriate support to students, parents and teachers in addressing these issues;
- maintain an up-to-date contact list of other agencies/organizations that have professional expertise and knowledge in these areas;
- make the list available to staff and students of every school; and
- ensure that all publicly-funded schools provide access to Public Health Units to deliver their mandated public health curriculum.

Other Requirements

- Schools must address gender-based violence, **sexual** harassment and inappropriate sexual behaviour in their School Improvement Plans.
- Schools must evaluate the effectiveness of their safe schools policies and programs through the use of school climate surveys which are to be undertaken a minimum of every two (2) years.

The Ministry of Education's School Climate Surveys have been revised and can be used to fulfill this requirement. An online tool to help schools roll-up their survey results will be available. **Reporting of Violent Incidents** - The Board shall report the total number of violent incidents on an annual basis to the Ministry of Education through the Ontario School Information System (OnSIS).

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As set out in the definition section, a violent incident is defined as any one of the following or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

All violent incidents that occur on school premises during school-run programs must be reported to the Ministry of Education, whether it was committed by a student, or by any other person.

Each school shall maintain a record of all violent incidents during each school year (including details of the incident and contact information for a Superintendent having knowledge of the situation.) (See Violent Incident Annual Report attached as Appendix 6C).

The Violent Incident Annual Report shall be remitted to the Superintendent Responsible for Student Discipline (Safe Schools) by October 15th of the subsequent school year. In addition, the incidents shall be reported as violent incidents into the Board's system through OnSIS.

The Board will collect and analyze data on the nature of violent incidents to support the development of Board policies and to inform Board and school information plans.

APPROVED: Regular Meeting of the Administrative Council

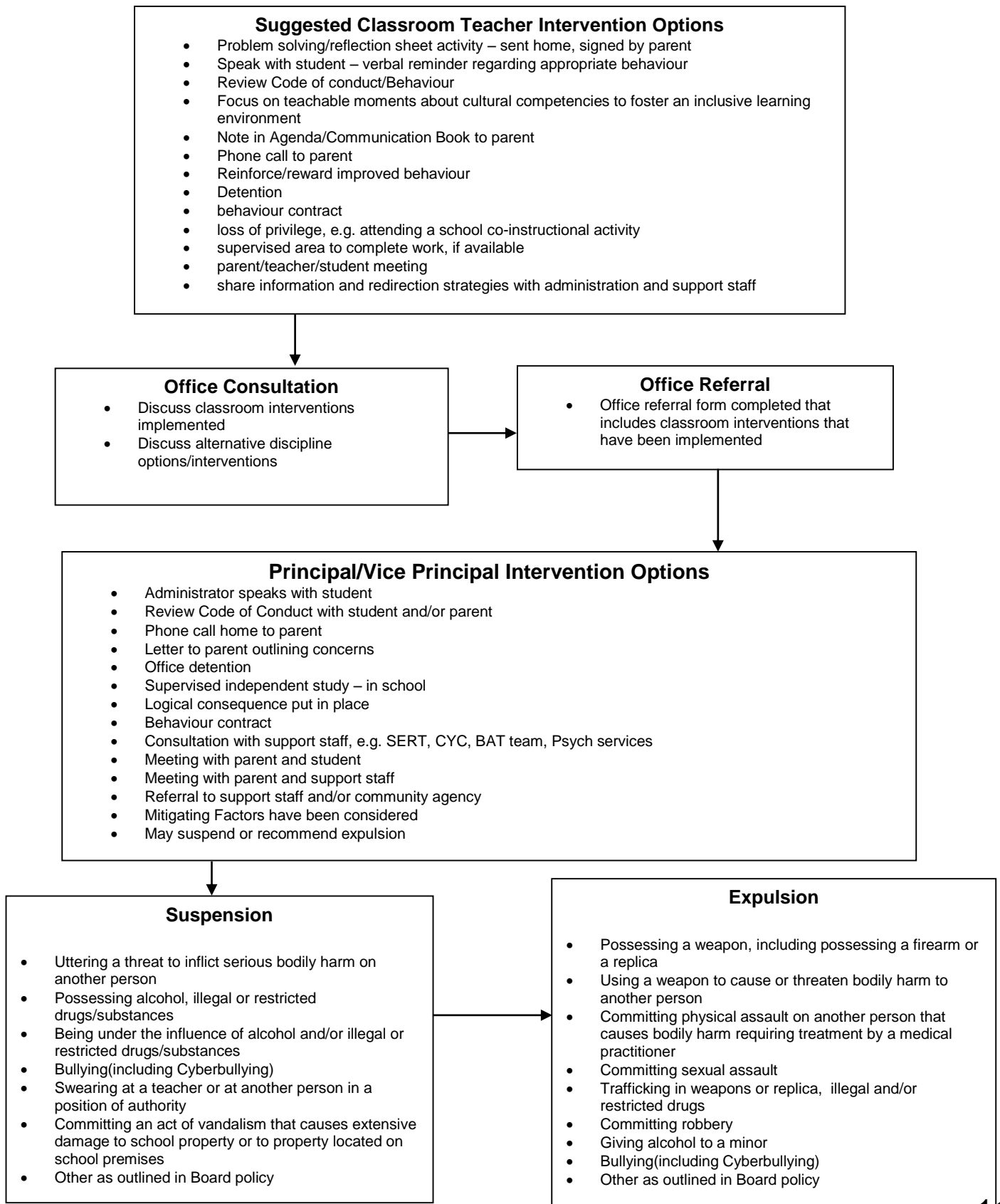
AUTHORIZED BY: _____
Director of Education and Secretary of the Board

APPENDICES

Appendix 1

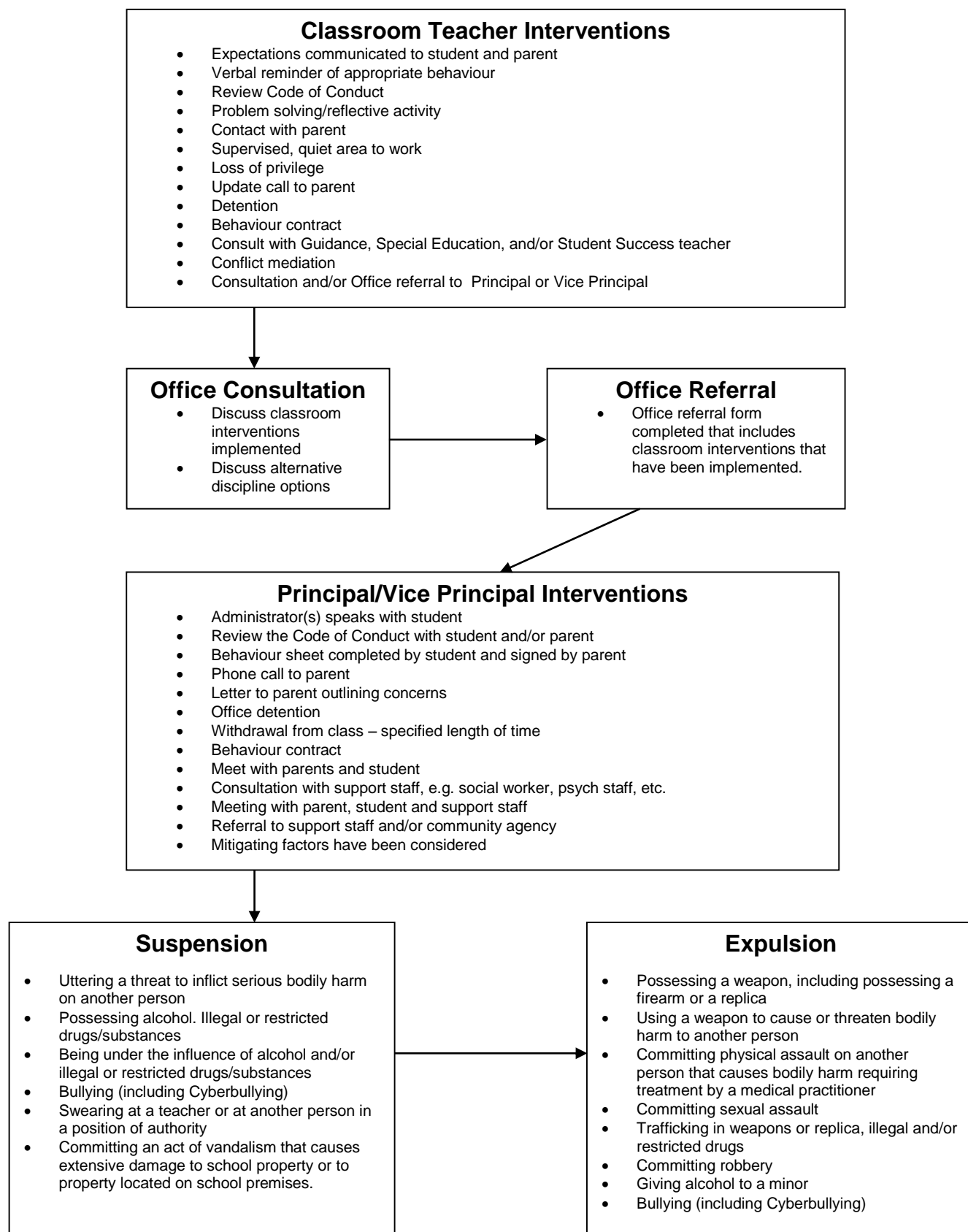
Elementary Progressive Discipline & School Safety Chart

Progressive Discipline is a step-by-step intervention process that is a partnership approach with administration, staff, and parents with the goal of assisting the student to change their behaviour.



Appendix 2

Secondary - Progressive Discipline Chart



Appendix 3

STUDENT DISCIPLINE SUSPENSION APPEAL GUIDELINES

GENERAL INFORMATION

- The Suspension Appeal shall be held in accordance with sections 309 and 311, Safe Schools Policy and the *Education Act*, the Board's Student Discipline Policy and Student Discipline Procedures.
- Appeals of Suspensions will be heard by the Discipline Committee sitting as a committee of three (3) Trustees appointed by the Board. One of the appointed Trustees will be elected Chair of the Discipline Committee. Appeals will be scheduled by the Superintendent Responsible for Discipline. Please be aware that an appeal does not stay the suspension.
- An adult pupil is a pupil who is 18 years old or older or who is 16 or 17 years old and has withdrawn from parental control.
- A suspension may be appealed by an adult pupil or the pupil's parent/guardian (the "Appellant").
- Parties to a Suspension Appeal, shall include the adult pupil or the pupil's parent(s)/guardian(s) and the Principal. The pupil may also attend the Suspension Appeal.
- The Superintendent Responsible for Discipline, will act as Secretary to the Discipline Committee to facilitate the Appeal, ensure that a copy of the Principal's Report is forwarded to the Appellant prior to the Appeal and provided to the Discipline Committee at the beginning of the Appeal. The Superintendent will also ensure that any documents, reports and/or submissions prepared by the Appellant are provided to the Principal at the earliest opportunity and to the Discipline Committee at the beginning of the Appeal.
- A lawyer or agent may represent the Appellant. Prior notice of a lawyer's or an agent's attendance at the Appeal must be provided to the Superintendent Responsible for Discipline. If prior notice is not provided, the Suspension Appeal may be rescheduled.
- The Discipline Committee and/or the Principal may exercise the right to legal counsel.
- The Principal will prepare a Report summarizing the incident, the evidence relied upon and the rationale for discipline, including the pupil's disciplinary and academic history, any progressive discipline strategies that have been used and any mitigating and other factors that may be applicable.
- The Discipline Committee of the Board may decide that:
 - a. the Suspension was justified and should be upheld; or
 - b. the Suspension was justified but that the number of days imposed was too many, in which case the Discipline Committee may reduce the length of the Suspension and amend the record of suspension accordingly;
 - c. the Suspension was justified, but that the record of Suspension be removed after a period of time if there are no further incidents requiring discipline;
 - d. the Suspension was not justified, in which case the record of Suspension will be expunged, and the pupil will be permitted to return to school, if the Suspension remains outstanding; or
 - e. or such other order as the Discipline Committee considers appropriate.
- When making their determination the Discipline Committee shall consider:
 - a. the Principal's Report and submissions;
 - b. the submissions and any other information provided by the Appellant; and
 - c. the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.

SUSPENSION APPEAL MEETING

The Discipline Committee may give such directions or make such orders at a Suspension Appeal as it considers necessary for the maintenance of order at the Appeal. Should any person disobey or fail to comply with any such order and direction, a Trustee may call for the assistance of a police officer to enforce the direction. The Discipline Committee will wait for thirty (30) minutes after the time communicated for the commencement of the Suspension Appeal. If the Appellant(s) or their representative have not yet attended and notice that they may be late has not been provided, the Discipline Committee may proceed to hear the Appeal or dismiss the Appeal in their absence.

- The Superintendent Responsible for Discipline will invite the parties into the Discipline Committee meeting room and will introduce the parties to the Discipline Committee.
- The Superintendent Responsible for Discipline will introduce the Discipline Committee and will indicate:
 - a. that they have been appointed by the Board to hear the matter;
 - b. that they are not connected as Trustees to the school in question;
 - c. that they have had no prior involvement with the matter that has come before them;
 - d. that this matter will be heard *In Camera* (in private); and
 - e. that the decision of the Discipline Committee is final.
- The Superintendent Responsible for Discipline will call the Suspension Appeal meeting to order.
- The Superintendent Responsible for Discipline will outline:
 - a. the process to be followed during a Suspension Appeal;
 - b. the matter on appeal before the Discipline Committee, including the Suspension that was imposed and the infraction for which the pupil was suspended.
- The Superintendent Responsible for Discipline will distribute copies of the Principal's Report and any documents submitted by or to be submitted by the Appellant to the Discipline Committee. The Discipline Committee may choose to have a brief recess in order to read the reports and documents.
- The Appellant will be invited to make an oral presentation.
 - a. Trustees may ask questions of clarification through the Chair.
 - b. The Principal/Designate may ask questions of clarification through the Chair.
- The pupil will be invited to make a statement on his/her own behalf to the Discipline Committee.
 - a. Trustees may ask questions of clarification through the Chair.
 - b. The Principal/Designate may ask questions of clarification through the Chair.
- The Administration will be invited to make a presentation.
 - a. Either the Principal or the Superintendent of Education will review the Report provided to the Discipline Committee and the Appellant, and provide any response to the Appellant's presentation.
 - b. Trustees may ask questions of clarification through the Chair.
 - c. The Appellant may ask questions of clarification through the Chair.
- The Appellant will be invited to respond to the Principal/Designates presentation, but only with respect to issues the Appellant has not previously addressed.
- At the conclusion of both presentations, the Appellant and the Principal/Designate will be invited to make summary statements but may not introduce new issues. The Discipline Committee may choose to have a brief recess prior to hearing the summary statements.
- Trustees may ask final questions of clarification.
- The Superintendent Responsible for Discipline will explain that:
 - a. all persons, except the Discipline Committee, will be asked to leave the room while the Trustees deliberate and make their decision;
 - b. the Superintendent Responsible for Discipline will be informed of the decision by the Discipline Committee and will relay this decision to the parties at the earliest opportunity.

- The Superintendent Responsible for Discipline will contact the parties involved by phone the next day with the decision of the Discipline Committee. Written notice shall also be provided to the adult pupil or the pupil's parent(s)/guardian(s) informing them of the decision of the Discipline Committee.
- The decision of the Discipline Committee is final.

Appendix 4
STUDENT DISCIPLINE
EXPULSION HEARING GUIDELINES

GENERAL INFORMATION

- The Expulsion Hearing shall be held in accordance with section 311 of the Safe Schools Policy, the *Education Act* and the Board's Student Discipline Policy and Student Discipline Procedures.
- Expulsions will be heard by the Discipline Committee sitting as a committee of three (3) Trustees appointed by the Board. One of the appointed Trustees will be elected Chair of the Discipline Committee. Expulsions will be scheduled by the Superintendent Responsible for Discipline.
- An adult student is a student who is 18 years old or older or who is 16 or 17 years old and has withdrawn from parental control.
- A parent is a parent or guardian of the student.
- Parties to an Expulsion shall include the adult student or the student's parent(s)/guardian(s) and the Principal. The student may also attend the Expulsion.
- The Superintendent Responsible for Discipline will act as Secretary to the Discipline Committee to facilitate the Expulsion, ensure that a copy of the Principal's Report is forwarded to the parent/student prior to the Expulsion and provided to the Discipline Committee at the beginning of the Expulsion, the Superintendent will also ensure that any documents, reports and/or submissions prepared by the parent/student are provided to the Principal at the earliest opportunity and to the Discipline Committee at the beginning of the Expulsion.
- A lawyer or agent may represent the parent/adult student. Prior notice of a lawyer's or an agent's attendance at the Expulsion must be provided to the Superintendent Responsible for Discipline. If prior notice is not provided, efforts may be made to reschedule the expulsion hearing to allow for an opportunity for the Discipline Committee and/or the Principal to arrange to have legal counsel present.
- The Principal will prepare a Report summarizing the incident, the evidence relied upon and the rationale for expulsion, including the student's disciplinary and academic history, any progressive discipline strategies that have been used and any mitigating and other factors that may be applicable.
- When making their determination the Discipline Committee shall consider:
 - a. the Principal's Report and submissions;
 - b. the submissions and any other information provided by the parent/adult student; and
 - c. the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.

Decision Not to Expel

- If the Discipline Committee decides not to expel the student, it will decide whether to:
 - a. confirm the suspension and the duration of the suspension;
 - b. confirm the suspension but shorten its duration, and order that the record of the suspension be amended accordingly; or
 - c. quash the suspension and order that the record of the suspension be expunged.

Decision to Expel

If the Discipline committee decides to impose an expulsion, it may:

- a. Expel the student from all schools of the Board and assign the student to an expulsion program; or,
- b. Expel the student from his/her school and assign that student to another school as deemed appropriate by the Administration.

EXPULSION HEARING

- The Discipline Committee may give such directions or make such orders at an Expulsion as it considers necessary for the maintenance of order at the Expulsion. Should any person disobey or fail to comply with any such order and direction, a Trustee may call for the assistance of a police officer to enforce the direction.
- The Discipline Committee will wait for thirty (30) minutes after the time communicated for the commencement of the Expulsion. If the parent/adult student or their representative has not yet attended and notice that they may be late has not been provided, the Discipline Committee may proceed with the Expulsion.
- The Superintendent Responsible for Discipline will invite the parties into the Discipline Committee meeting room and will introduce the parties to the Discipline Committee.
- The Superintendent Responsible for Discipline will introduce the members of the Discipline Committee and will indicate:
 - a. that they have been appointed by the Board to hear the matter;
 - b. that they are not connected as Trustees to the school in question;
 - c. that they have had no prior involvement with the matter that has come before them; and
 - d. that this matter will be heard *In Camera* (in private).
- The Superintendent Responsible for Discipline will call the Expulsion to order.
- The Superintendent Responsible for Discipline will outline:
 - a. the process to be followed during an Expulsion;
 - b. the matter before the Discipline Committee, including the suspension that was imposed, the infraction for which the student was suspended and the form of expulsion that the Principal is seeking (expulsion from all schools or school only).
- The Superintendent Responsible for Discipline will distribute copies of the Principal's Report and any documents submitted by or to be submitted by the parent/adult student to the Discipline Committee. The Discipline Committee may choose to have a brief recess in order to read the reports and documents.
- The Administration will be invited to make a presentation.
 - a. Either the Principal or the Superintendent of Education will review the Report provided to the Discipline Committee and the parent/adult student, including the reason for the referral for expulsion and an analysis of the application of the mitigating and other factors.
 - b. Trustees may ask questions of clarification through the Chair.
 - c. The parent/adult student may ask questions of clarification through the Chair.
- The parent/adult student will be invited to make an oral presentation.
 - a. Trustees may ask questions of clarification through the Chair.
 - b. The Principal/Designate may ask questions of clarification through the Chair.
- The student will be invited to make a statement on his/her own behalf to the Discipline Committee.
- The Principal/Designate and the parent/adult student will be invited to respond to the any new issues raised and provide a brief summary statement.
- The Discipline Committee may choose to have a brief recess prior to hearing the summary statements.
- Trustees may ask final questions of clarification.

- The Superintendent Responsible for Discipline will explain that:
 - a. all persons, except the Discipline Committee, will be asked to leave the room while the Trustees deliberate and make their decision;
 - b. the Superintendent Responsible for Discipline will be informed of the decision by the Discipline Committee and will relay this decision to the parties at the earliest opportunity.
- The Superintendent Responsible for Discipline will contact the parties involved by phone the next day with the decision of the Discipline Committee. Written notice shall also be provided to the parent/adult student informing them of the decision of the Discipline Committee.
- The decision of the Discipline Committee may be appealed to the Child and Family Services Review Board (tribunal) by the parent/adult student.

Appendix 5

Suspension Letter [on the Letterhead of the School]

[Date]

[Adult Pupil/Parent/Guardian]

[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

Re: Suspension of [Pupil's Name], [DOB] from [Name of School]

[You/Pupil's Name] [have/has] been suspended from [Name of School] and from engaging in all school related activities from [Effective Date of Suspension] to [Last Day of Suspension] inclusive, i.e. [number] school days. This suspension applies to all school buildings, grounds, school buses, school functions, activities and trips. [You/Pupil's Name] may return to school on [Date] at [Time]. [You/Pupil's Name] must report to the office before returning to school.

This suspension is imposed in accordance with the *Education Act*, the Board's Safe School Policy and [Name of School] Code of Conduct.

The reason for the suspension is [use infraction applicable]. Namely, my findings indicate that [you/pupil's name] [describe incident with particulars].

School work [has been delivered to you / is available at the office; please make arrangements to have it picked up.]

[*If the suspension is 6 school days or longer] In addition [you/pupil's name] [have/has] been assigned an Alternative Suspension Program, a program for suspended pupils. This Alternative Suspension Program will provide an opportunity for continued academic work and support for self-management to assist with the re-entry to school.

Please confirm [your/pupil's] participation in an Alternative Suspension Program at your earliest opportunity by contacting the School. As soon as notice of [your/pupil's] participation is received a planning meeting will be scheduled.

Should you wish to appeal this suspension, you must provide written notice of your intention to appeal to the Superintendent Responsible for Student Discipline, [Contact Information], within 10 school days of the commencement of the suspension, i.e. before [Insert Date]. You may then contact the Superintendent Responsible for Discipline to discuss the appeal. Please be aware that an appeal does not stay the suspension.

A copy of the Board's Student Discipline Policy, Procedure and Suspension Appeal Guideline are enclosed.

Sincerely,

[Principal]

cc Teacher(s) of pupil
 Superintendent of Education
 Superintendent Responsible for Student Discipline
 Ontario Student Record

Appendix 6A

VIOLENT INCIDENT FORM PRINCIPAL'S INVESTIGATION/TRACKING FORM

To be completed upon suspension/expulsion of a violent incident. To be retained in the student's OSR.

SCHOOL NAME _____	PRINCIPAL/DESIGNATE _____
DATE OF INCIDENT (D/M/Y) _____	TIME OF INCIDENT (AM/PM) _____
LOCATION OF INCIDENT: _____	
INCIDENT REPORTED BY: _____	

SERIOUS VIOLENT INCIDENT	
INVOLVEMENT:	<input type="checkbox"/> Student – Student <input type="checkbox"/> Student – School Personnel
TYPE OF INCIDENT:	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Harassment/Threats of Serious Physical Injury <input type="checkbox"/> Physical Assault causing serious Bodily Harm <input type="checkbox"/> Robbery and Extortion <input type="checkbox"/> Sexual Assault <input type="checkbox"/> Vandalism/Arson causing Extensive Damage to School Property </div> <div style="width: 48%;"> <input type="checkbox"/> Hate Motivated Violence <div style="display: flex; align-items: center;"><input type="checkbox"/> Possession of Weapon</div> <input type="checkbox"/> Use of Weapon <input type="checkbox"/> Other </div> </div>
DESCRIPTION OF INCIDENT: _____ _____ _____	

ALLEGED PERPETRATOR:	<input type="checkbox"/> Student (Grade ____) NAME: _____ ADDRESS: _____	<input type="checkbox"/> Other _____ D. O. B. (d/m/y) ____/____/____ Age: ____ PHONE #: _____
----------------------	--	---

COMPLAINANT/VICTIM:	<input type="checkbox"/> Student (Grade ____) NAME: _____ ADDRESS: _____	<input type="checkbox"/> Other _____ D. O. B. (d/m/y) ____/____/____ Age: ____ PHONE #: _____
---------------------	--	---

WITNESS:	<input type="checkbox"/> Student (Grade ____) NAME: _____ ADDRESS: _____	<input type="checkbox"/> Other _____ D. O. B. (d/m/y) ____/____/____ Age: ____ PHONE #: _____
----------	--	---

WITNESS : ☐ Student (Grade ____) ☐ Other _____

NAME: _____ D. O. B. (d/m/y) ____/____/____ Age: _____

ADDRESS: _____ PHONE #: _____

WITNESS: ☐ Student (Grade ____) ☐ Other _____

NAME: _____ D. O. B. (d/m/y) ____/____/____ Age: _____

ADDRESS: _____ PHONE #: _____

COMPLAINANT/VICTIM INJURY: ☐ No ☐ Yes (Describe below)

MEDICAL TREATMENT: ☐ School First Aid ☐ Personal Physician ☐ Hospital Treatment

☐ Hospitalization ☐ Treatment Refused

SCHOOL RESPONSE TO INCIDENT

ALLEGED PERPETRATOR: Suspension? ☐ Yes ☐ No ☐ Number of Days? _____

POLICE CONTACT: Officer _____ Occurrence Report # _____

FOLLOW-UP ACTION: _____

RECORD OF PARTIES CONTACTED

PEOPLE CONTACTED:	DATE/TIME:
<input type="checkbox"/> ALLEGED PERPETRATOR'S PARENT/GUARDIAN: _____	_____
<input type="checkbox"/> COMPLAINANT/VICTIM'S PARENT/GUARDIAN: _____	_____
<input type="checkbox"/> SUPERINTENDENT: _____	_____
<input type="checkbox"/> POLICE OFFICER: _____	_____
<input type="checkbox"/> CHILDREN'S' AID SOCIETY: _____	_____
<input type="checkbox"/> MEDICAL CAREGIVER: _____	_____
<input type="checkbox"/> SPOUSE/RELATIVE: _____	_____
<input type="checkbox"/> OTHER: _____	_____

VIOLENT INCIDENT FORM

(PLEASE REFER TO THE DOCUMENT *VIOLENCE-FREE SCHOOLS POLICY* FOR DIRECTION ON THE REMOVAL OF THIS FORM FROM THE O.S.R.)

A. DESCRIPTION OF VIOLENT INCIDENT:

[illegible]

1. Date of Contact (d/m/y)	2. Date of police investigation at school (d/m/y)	3. Name of investigating officer(s):
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1. ☐ Suspension 2. ☐ Expulsion 3. ☐ Other _____

Date of inclusion in OSR (d/m/y/)	Principal's/Designate signature
-----------------------------------	---------------------------------

[illegible]

Appendix 6C

VIOLENT INCIDENT ANNUAL REPORT

School Name: _____

Mident No: _____

	Date	Time	Description of Incident
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Total Number of Violent Incidents in your School:			

Certification:

I certify that the above statements are accurate.

Principal's Name	Date (YYYY/MM/DD)	Signature
-------------------------	-----------------------------	------------------

Appendix 7

Notice of Suspension Appeal [on the letterhead of the Board]

[Date]

[Adult Pupil/Parent/Guardian]
[Address]

Dear [Adult Pupil's Name/ Parent's/Guardian's Name]:

Re: Appeal of Suspension of [Pupil's Name], [DOB] from [Name of School]

You have appealed the decision of Principal [Name] to suspend [you/pupil's name] from [Name of School]. The Appeal will be heard by the Discipline Committee of the Board of Trustees at [insert time and date] at [insert location].

You will find enclosed a copy of the Information Package that will be relied on by the administration for the Board and will be provided to the Discipline Committee. The Information Package includes a copy of the suspension letter, your letter requesting the appeal, correspondence with respect to the suspension review and the Principal's Report of the Incident. Also enclosed please find a copy of the Board's Suspension Appeal Guidelines.

Please advise me at your earliest opportunity if you intend to bring legal representation to the appeal.

Please be advised that if you fail to attend on time, the Discipline Committee will wait for 30 minutes and may then proceed to decide the matter in your absence.

Should you have any questions about the appeal process, please contact me [contact information].

Sincerely,

Superintendent Responsible for Student Discipline

cc: Superintendent of Education
Principal
Ontario Student Record

Appendix 8A

Suspension Appeal Decision [on the letterhead of the Board]

[Date]

[Adult Pupil/Parent/Guardian]
[Address]

Dear [Adult Pupil's Name/ Parent's/Guardian's Name]:

Re: Decision of Discipline Committee
Suspension Appeal of [Pupil Name], [DOB]
[Name of School]

Attached, please find a copy of the Decision of the Discipline Committee regarding your suspension appeal, dated [insert date].

The decision of the Discipline Committee is final and is not subject to further appeal.

Should you have any questions, please contact me at [insert contact information].

Sincerely,

Superintendent Responsible for Student Discipline

Encl.

cc: Superintendent of Education
Principal
Ontario Student Record

Appendix 8B

Suspension Appeal Decision of the Discipline Committee [on the letterhead of the Board]

SUSPENSION APPEAL DECISION

IN THE MATTER OF Section 309
of the *Education Act*, as amended

-and-

IN THE MATTER OF an appeal by
[Name of Appellant], of the suspension
of [Pupil Name], a pupil of [School Name]

Decision

UPON being satisfied that the Discipline Committee has jurisdiction to conduct the appeal pursuant to section 309 of the *Education Act*;

AND UPON being satisfied that the proper parties to the appeal are [Name of Appellant and relationship to pupil] and [Principal Name] as Principal of [School Name];

AND UPON being satisfied that the parties received reasonable notice of the appeal;

AND UPON having provided an opportunity to the appellant to make submissions, having heard the submissions of the Principal, having read the materials submitted by the parties, and having retired to consider the matter;

THE DISCIPLINE COMMITTEE does hereby [confirm the suspension / confirm the suspension but shorten its duration to [number] school days and amend the record accordingly / quash the suspension and expunge the record / confirm the suspension but expunge the record on [insert date or event]].

THE DECISION OF THE DISCIPLINE COMMITTEE is final.

DATED this [day] of [Month], [Year] and signed on behalf of the Discipline Committee and Board of Trustees by the Chair of the Discipline Committee.

[Board Name]

By _____
Chair

Appendix 9

Suspension Pending Possible Recommendation for Expulsion [on the letterhead of the School]

[Date]

[Adult Pupil/Parent/Guardian]

[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

Re: Suspension of [Pupil's Name], [DOB] from [Name of School]

[You/Pupil's Name] [have/has] been suspended from [Name of School] and from engaging in all school related activities from [Effective Date of Suspension] to [Last Date of Suspension] inclusive, i.e. twenty (20) school days. This suspension applies to all school buildings, grounds, school buses, school functions, activities and trips.

Please be advised that this suspension is made in accordance with the *Education Act*, the Board's Safe School Policy and [Name of School] Code of Conduct.

The reason for the suspension is [use the infraction applicable]. Namely, my findings indicate that [you/Pupil's Name] [describe incident with particulars].

Please be advised that I am continuing my investigation of this matter in order to determine whether to recommend to the Discipline Committee of the Board of Trustees that [you/Pupil's Name] be expelled. The investigation may include [... refer to Checklist and identify your next steps...]. An expulsion may be from [Name of School] or from all schools of the Board. You will be informed of the results of my investigation in writing.

The Board is committed to the education and future of its pupils. [You/Pupil's name] [have/has] been assigned to an Alternative Suspension Program, a program for suspended pupils. An Alternative Suspension Program provides pupils with the opportunity to continue academic work and receive support for self-management. Please find enclosed information about Alternative Suspension Programs. Please contact the School at your earliest opportunity to confirm [your/pupil's participation] in an Alternative Suspension Program. As soon as notice of [your/pupil's] participation is received a planning meeting will be scheduled.

You do not have the right to appeal the suspension at this time. Should it be determined at the conclusion of the investigation that a recommendation for expulsion will not be made, you will be entitled to appeal the suspension to the Discipline Committee of the Board of Trustees. Should it be determined that a recommendation for expulsion is warranted, then you may address the suspension before the Discipline Committee at the expulsion hearing.

Sincerely,

[Principal]

Encl.

cc: Superintendent of Education
Superintendent Responsible for Discipline
Ontario Student Record

Appendix 10

Decision Letter Not to Recommend Expulsion [on the letterhead of the School]

[Date]

[Adult Pupil/Parent/Guardian]

[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

Re: [Pupil's Name], [DOB] [Name of School] - Expulsion Not Recommended

I am writing to you to report the result of my investigation following [your/ pupil's name] suspension. I have decided not to recommend to the Discipline Committee that [you/pupil's name] be expelled.

As part of my investigation, I have reviewed [your/pupil's name] suspension, and I have determined that the suspension should be [confirmed / confirmed but shortened to [INSERT NUMBER] school days and the record amended accordingly / withdrawn and the record expunged].

[*Unless the suspension is withdrawn:] Should you wish to appeal the suspension, you must provide written notice of your intention to appeal the suspension to the Superintendent Responsible for Student Discipline, [contact information], within 5 school days of the receipt of this notice, i.e. before [insert date - by courier or mail is 10 school days from date of this letter; by e-mail or fax is 6 school days from date of this letter].

If you provide notice of your intention to appeal, you may contact the Superintendent Responsible for Student Discipline to discuss the appeal. If the suspension has been reduced in length, the appeal is from the reduced suspension. Please be aware that an appeal does not stay the suspension.

A copy of the Board's Student Discipline Policy, Procedures and Suspension Appeal Guideline are enclosed.

Sincerely,

[Principal]

Encl.

cc: Superintendent of Education
Superintendent Responsible for Student Discipline
Ontario Student Record

Appendix 11

Notice of Recommendation for Expulsion [on the letterhead of the School]

[Date]

[Adult Pupil/Parent/Guardian]

[Address]

Dear [Adult Pupil's Name/Parent's/Guardian's Name]:

Re: [Pupil's Name], [DOB], [Name of School] Investigation

I am writing to you following my investigation to determine whether to recommend an expulsion. As a result of my investigation, I have decided to recommend to the Discipline Committee of the Board of Trustees that [you/pupil's name] be expelled.

A copy of my Report to the Discipline Committee Recommending Expulsion is enclosed. You may respond to this Report in writing to the Discipline Committee or to me. A copy of your written submissions should be provided to the Superintendent Responsible for Student Discipline [insert contact information].

The hearing by the Discipline Committee to decide whether [you/pupil's name] should be expelled will be held on [date] at [location] [to be determined by Superintendent Responsible for Discipline]. Enclosed please find [copies /excerpts] of the Board's Student Discipline Policy, Student Discipline Procedures, **Expulsion Hearing Guidelines and Discipline Committee Rules**.

You will be provided with an opportunity to make a presentation to the Discipline Committee about whether [you/pupil's name] should be expelled, and whether, if [you/pupil's name] [are/is] expelled, [you/s/he] should be expelled from [School Name] or from all schools of the Board and, if no expulsion is imposed, your position with respect to the suspension.

The Discipline Committee will determine whether [you/pupil's name] should be expelled, and whether [your/pupil's name] expulsion should be from [School Name] or from all of the schools of the Board.

If [you/pupil's name] [are/is] expelled from [School Name], the Discipline Committee will assign [you/pupil's name] to a program provided at another school of the Board. If [you/pupil's name] [are/is] expelled from all schools of the Board, the Discipline Committee will assign [you/pupil's name] to a program for expelled pupils.

Information about both the program that will be provided at another school and the program for expelled pupils is enclosed. Both the program that will be provided at another school and the program for expelled pupils will provide [you/pupil's name] with an opportunity to pursue academic work and receive additional supports.

Should the Discipline Committee decide not to expel [you/pupil's name], the Discipline Committee will review the suspension. The Discipline Committee may confirm the suspension, confirm but shorten the suspension and amend the record accordingly, or withdraw the suspension and expunge the record. The decision of the Discipline Committee with respect to the suspension is final and is not subject to appeal.

You may bring legal counsel to represent you before the Discipline Committee, which might be funded by Legal Aid, depending upon your circumstances. If you intend to bring legal counsel, please provide the Superintendent Responsible for Student Discipline with notice at your earliest opportunity.

Please note that the Discipline Committee will wait for thirty (30) minutes for your arrival on [Month], [Day], [Year] and, should you fail to attend in a timely manner, the Discipline Committee may proceed in your absence.

The Superintendent Responsible for Student Discipline, [Name and Contact Information], will contact you to review the hearing process and answer any questions that you might have.

Sincerely,

[Principal]

Encl.

cc: Superintendent of Education
Superintendent Responsible for Student Discipline
Ontario Student Record

Appendix 12A

Expulsion Decision [on the letterhead of the Board]

[Date]

[Adult Pupil/Parent/Guardian]

[Address]

Dear [Adult Pupil's Name/ Parent's/Guardian's Name]:

Re: Decision of Discipline Committee
Expulsion Hearing – [Pupil Name], [DOB]
[Name of School]

Re: Expulsion Decision

Attached, please find the Decision of the Discipline Committee, dated [insert date].

Should you wish to appeal this decision, you may contact the Child and Family Services Review Board at 416-327-4673 or 1-888-728-8823 within 30 days of receipt of this notice.

If the pupil has been expelled: Please also find attached information regarding the educational program offered by the Board at [insert name of alternative school / program for students expelled from all schools of the Board].

Should you have any questions, please contact the undersigned at [insert contact information].

Sincerely,

Superintendent Responsible for Student Discipline

Encl.

cc: Superintendent of Education
Principal
Ontario Student Record

Appendix 12B

Recommendation for Expulsion Decision of the Discipline Committee [on the letterhead of the Board]

RECOMMENDATION for EXPULSION DECISION

[School Board Name]

IN THE MATTER OF Section 311.3
of the *Education Act*, as amended

-and-

IN THE MATTER OF a recommendation by
[Name of Principal], [School Name] for the expulsion of
[Pupil Name], a pupil of [School Name]

Decision

UPON being satisfied that the Discipline Committee has jurisdiction to conduct the hearing pursuant to section 311.3 of the *Education Act*;

AND UPON being satisfied that the proper parties to the hearing are [Name of Appellant and relationship to pupil] and [Principal Name], Principal of [School Name];

AND UPON being satisfied that the parties received reasonable notice of the hearing;

AND UPON having provided an opportunity to the Appellant to make submissions, having heard the submissions of the Principal, having read any materials submitted by the parties, having considered the facts and any mitigating and/or other factors referred to by the parties, and having retired to consider the matter;

THE DISCIPLINE COMMITTEE does hereby impose an expulsion from [School Name] and assign the pupil to an educational program at [School Name] for the following reason:[INSERT REASON FOR EXPULSION]

*OR

THE DISCIPLINE COMMITTEE does hereby impose an expulsion from all schools of the Board; assign the pupil to the program for expelled pupils; and require that the pupil successfully complete and meet the objectives of the program for expelled pupils before being re-admitted to a regular day school program in Ontario for the following reason:[INSERT REASON FOR EXPULSION].

*OR

THE DISCIPLINE COMMITTEE does not hereby impose an expulsion; and does hereby [confirm the suspension imposed by [Principal Name] / confirm the suspension imposed by [Principal Name] but shorten its duration to [number] school days and amend the record accordingly / quash the suspension and expunge the record].

DATED this [day] of [Month], [Year] and signed on behalf of the Discipline Committee and Board of Trustees by the Chair of the Discipline Committee.

[Board Name]

By _____
Chairperson

Appendix 13

Declaration of Performance [on the Letterhead of the School]

[Date]

[Pupil Name]

I agree to comply with the following expectations on my return as a student to [insert the name of School]:

1. I agree to comply with the expectations of the [insert name of school] Code of Conduct and the [insert board] Code of Conduct.
2. I agree to work diligently in a positive manner and to be attentive to my teachers and classmates in an effort to accomplish the goals of my educational program.
3. I agree to be punctual and prepared for class.
4. I agree to be active and participate in the extra-curricular life of the School.
5. [insert if applicable] I agree to seek guidance and ask for help from School staff when I feel overwhelmed or anxious.
6. [insert if applicable] I agree to seek assistance from School staff when needed in order to assist me to solve problems in a constructive manner.
7. [insert if applicable] I agree to refrain from [insert one or more: using violence/restricted substances to solve my problems].

Signature [Insert name of student]

Date

Report No: _____	CONFIDENTIAL
	SAFE SCHOOLS INCIDENT REPORTING FORM – PART I
Name of School, City	
1. Name of Student(s) Involved (if known)	_____ _____
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under the Education Act</p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol, illegal or restricted drugs/substances <input type="checkbox"/> Being under the influence of alcohol and/or illegal or restricted drugs/substances <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any other activity for which a student may be suspended under board policy <p>Activities for which expulsion must be considered under the Education Act</p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm or a replica <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or replica, illegal and/or restricted drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Bullying <input type="checkbox"/> Any activity that is motivated by bias, prejudice, or hate <input type="checkbox"/> Giving alcohol to a minor <input type="checkbox"/> Any other activity for which a pupil may be expelled under board policy
<p>5. Report Submitted By: Name: _____ Role in School Community: _____</p> <p>Signature: _____ Date: _____</p> <p>Contact Information: Location: _____ Telephone: _____</p>	
<p>6. FOR PRINCIPAL'S USE ONLY: Check if incident was a violent incident, as defined in Policy/program Memorandum No. 120.</p> <p><input type="checkbox"/> Violent incident</p> <p>Information collected is under the authority Part XII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school principal.</p>	

Copies:

☐ FOS Superintendent

☐ School Principal

ACKNOWLEDGEMENT OF RECEIPT OF REPORT**Report No:** _____**Report Submitted By:****Name:** _____ **Date:** _____

- ☐ Investigation completed
 - ☐ Principal to communicate results to the teacher at a mutually convenient time *
 - ☐ Principal to communicate results to other board employee at a mutually convenient time, as appropriate *
- ☐ Investigation in progress
 - ☐ Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time *
 - ☐ Once investigation is completed, principal to communicate results to other board employees at a mutually convenient time, as appropriate *

Name of Principal: _____**Signature:** _____ **Date:** _____**Note: Only Part II is to be given to the person who submitted the report.**

*In accordance with s. 300.2 of the Education Act, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

Who will communicate the decision of the Student Discipline Committee?

The Superintendent Responsible for Student Discipline or designate will contact the parties involved by phone the next day with the decision of the Student Discipline Committee followed by a written notice to the adult pupil or the parent(s)/guardian(s).

Is there a appeal process from the decision of the Student Discipline Committee?

The decision of the Student Discipline Committee is final. (s. 309 (11) Education Act).

For more information, please visit www.hcdsb.org and refer to:

Policy II-39 Progressive Discipline and Safety in Schools Code of Conduct - Suspension & Expulsions

Safe School Legislation

All Boards in Ontario are subject to the *Education Act*. Any suspension appeal shall be held in accordance with this legislation and the Halton Catholic District School Board's Policy II-39 Progressive Discipline and Safety in Schools Code of Conduct - Suspension & Expulsions.

Purpose of This Guide

This guide is to assist students and their parent(s)/guardian(s) to understand their rights in a suspension appeal. This guide is a simplified summary of the law, Board Policy and Procedures but is not intended to be considered legal advice.

For further information and more detail, please contact the Superintendent Responsible for Student Discipline.

You may also obtain further information by visiting the Board's website at www.hcdsb.org.

Contact Information

Toni Pinelli

Superintendent Responsible for Student Discipline

Halton Catholic District School Board
802 Drury Lane, P. O. Box 5308
Burlington, ON L7R 2Y2

Phone: (905) 632-6300
Fax: (905) 333-4661

March 2016



The Procedure and Suspension Appeal Guidelines

Mission

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

Vision

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve as a people of faith, living out God's plan.

Who may Appeal a Suspension?

Suspensions may be appealed by:

- An adult pupil* or,
- The pupil's parent(s)/guardian(s).

**An "adult pupil" is at least 18 years old; or the pupil is 16 or 17 years old and has withdrawn from parental control.*

How is a Suspension Appeal Requested?

A person who is entitled to appeal a suspension must give written notice of his/her intention to appeal to the Superintendent Responsible for Student Discipline within ten (10) school days of the commencement of the suspension.

A person who has given notice of intention to appeal may contact the Superintendent Responsible for Student Discipline to discuss any matter respecting the appeal of the suspension.

Who may attend?

The parties to the appeal as follows:

- The Principal who suspended the student;
- The adult pupil;
- The pupil and his/her parent(s) or guardian(s); and
- Legal counsel may represent the pupil / parent(s) /guardian(s)*.

(s.309(8) Education Act

**Note: Prior notice of legal counsel attendance at the Appeal must be provided to the Superintendent Responsible for Student Discipline.*

If prior notice is not provided, it may be necessary for steps to be taken to reschedule the Suspension Appeal .

Who hears the Appeal?

The Student Discipline Committee will hear the appeal. This committee is composed of three (3) trustees appointed by the Board:

- The appointed trustees will have no previous knowledge of the incident, and will have had no contact with the family;
- One trustee will be elected Chair of the Student Discipline Committee;
- Appeals will be scheduled by the Superintendent Responsible for Student Discipline; and
- The Board shall hear and determine the appeal with fifteen (15) school days of receiving notice of intention to appeal, unless the parties agree on a later deadline.

What Information will Parents Receive prior to the Appeal?

At the time of the Suspension being imposed, Parent(s)/ Guardian(s) will have received information regarding the suspension, any applicable suspended pupils' program, and the right to appeal, board appeal procedures, and contact information.

Prior to the appeal, Parent(s)/Guardian(s) will receive:

a Principal's Report containing a report of the incident and rationale for suspension prepared by the Principal .

What are the possible outcomes from the Appeal?

According to the legislation, the Student Discipline Committee shall:

- Confirm the suspension and the duration of the suspension;
- Confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
- Quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

What happens at the Suspension Appeal?

The Superintendent Responsible for Student Discipline or designate will introduce everyone and outline the process to be followed during the appeal.

- Copies of the Principal's report and any other documents will be distributed;
- The parent(s)/guardian(s) will be invited to make an oral presentation;
- The pupil, if present, will be invited to make a statement;
- The Administrator (the Principal and/or Superintendent of Education) will make a presentation and provide any response to previous comments; and
- Both parties will be provided an opportunity to make summary statements before the Student Discipline Committee deliberates.

MESSAGE FROM THE BOARD

Catholic Schools promote responsibility, respect, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable and accepted. As a Catholic School Board we believe that this environment is achieved when conduct reflects Gospel values and the Board's Mission Statement. In accordance with the Education Act, this pamphlet outlines the Board Code of Conduct Policy II-39 and the Administrative Procedure VI-44 which outlines *Suspension and Expulsion* Procedures.

GUIDING PRINCIPLES & PURPOSES of the CODE of CONDUCT

It is the policy of the Halton Catholic District School Board to provide a safe working and learning environment for staff and pupils. The Progressive Discipline and Safety in Schools Policy and the Ontario Code of Conduct apply to pupils, teachers, staff members, parents or guardians, and volunteers, whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

Principals, under the direction of the Board, take a leadership role in the daily operation of a school. They provide this leadership when they:

- demonstrate care for the school community and commitment to academic excellence in a safe teaching and learning environment;
- hold everyone, under their authority, accountable for their behaviour and actions;
- empower pupils to be positive leaders in their school and community;
- communicate regularly and meaningfully with all members of their school community.

Teachers and other school staff members, under the leadership of principals, maintain order in the school and are expected to hold everyone to the highest standards of respectful and responsible behaviours. As Catholic role models, staff uphold these high standards when they:

- help pupils work to their full potential and develop their self-worth;
- empower pupils to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all pupils;
- demonstrate respect for all pupils, staff, parents, volunteers, and the members of the school community;
- prepare pupils for the full responsibilities of citizenship as outlined in the Ontario Catholic School Graduate Expectations.

Pupils are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a pupil:

- comes to school prepared, on time and ready to learn;
- shows respect for others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follow the established rules and takes responsibility for his or her own actions.

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all pupils. Parents fulfil their role when they:

- show an active interest in the child's school work and progress;
- communicate regularly with the school;
- help their child to be neat, appropriately dressed and prepared for school;
- ensure that their child attend school regularly and on time;
- promptly report their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the Board's code of conduct and the school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

The Police play an essential role in making our schools and communities safer. They:

- investigate incidents in accordance with the protocol developed between the Halton Catholic District School Board and the Halton Regional Police Service. This protocol is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

PROGRESSIVE DISCIPLINE

Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences when inappropriate behaviours have occurred. The focus of the Progressive Discipline model builds upon strategies that promote positive behaviours for all pupils. For pupils with special education and/or disability related needs, interventions, supports and consequences are consistent with the expectations in the pupil's IEP and/or his/her demonstrated abilities. Progressive discipline includes early and/or ongoing intervention strategies.

SUSPENSION OF PUPILS

APPENDIX 16

The Board also supports the use of suspension and expulsion as outlined in Part XIII of the Education Act where a pupil has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

The infractions for which a suspension may be imposed by the principal include:

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol, illegal or restricted drugs/substances;
- being under the influence of alcohol and/or illegal restricted drugs/substances;
- swearing at a teacher or at another person in a position of authority;
- committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- bullying which includes cyberbullying;
- any act considered by the principal to be injurious to the moral tone of the school;
- any act considered by the principal to be injurious to the physical or mental well-being of the members of the school community; or
- any act considered by the principal to be contrary to the Board or School Code of Conduct

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and maximum of twenty (20) school days.

EXPULSION OF PUPILS

The infractions for which the principal shall suspend and may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:

- possessing a weapon, including possessing a firearm or a replica;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons or replica, illegal or restricted drugs;
- committing robbery;
- giving alcohol to a minor;
- bullying, if the pupil has previously been suspended for engaging in bullying, and/or the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- any activity listed in subsection 306 (i) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor.

- an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- a pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental wellbeing of other person(s) in the school or Board;
- activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on the Board's property;
- the pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper;
- any act considered by the principal to be a serious violation of the Board or School Code of Conduct.

Note: In accordance with the Police and School Response Protocol, Police will be contacted for but not limited to the above noted infractions. Consequences resulting from criminal charges related to school incidents are independent of those imposed under the Education Act.

MITIGATING AND OTHER FACTORS

During the investigative process leading to a possible suspension and/or expulsion, the principal will consider the following mitigating and other factors:

Mitigating Factors:

- whether the pupil has the ability to control his or her behaviour;
- whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
- whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

Other Factors:

- The pupil's history.
- Whether a progressive discipline approach has been used with the pupil.
- Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- How the suspension or expulsion would affect the pupil's ongoing education.
- The age of the pupil.
- In the case of a pupil for whom an individual education plan has been developed,

- i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
- ii. whether appropriate individualized accommodation has been provided, and
- iii. whether the suspension or expulsion is likely to result in aggravation or worsening of the pupil's behaviour or conduct.

QUESTIONS AND ANSWERS

What are suspended pupils expected to do while away from school?

A pupil who is subject to a suspension of five (5) or fewer school days will be provided with school work to complete at home while serving the suspension. A Pupil Action Plan (SAP) will be developed for every pupil subject to a suspension of six (6) or more school days. A pupil subject to suspension for eleven (11) or more school days will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP. Pupils subject to a suspension of fewer than eleven school days may be offered non-academic supports where such supports are appropriate and available. Suspended pupils are not allowed on school property, on school buses or at school-authorized events or activities throughout the suspension period.

What is the difference between a suspension and an expulsion?

- **Suspension** is an imposed absence from school to a maximum of 20 days.
- **School expulsion** is an expulsion from the school of the Board that the pupil was attending at the time of the incident.
- **Board expulsion** is an expulsion from all schools of the Board.

How are weapons defined in the policy?

Weapons are defined as:

- any object or thing used to threaten or inflict harm on another person and includes, but is not limited to knives, replica knives, guns, replica guns and animals

The decision as to whether an object is a weapon rests with the Principal.

How do school programmes support Safe Schools?

The *Education Act* and the Halton Catholic District School Board's Code of Conduct are supported by programmes that provide pupils with academic and non-academic skills. Religion and Family Life, Health and Social Skills and Bullying Prevention programs provide pupils with key learnings that foster healthy relationships and encourage pupils to respect the needs, feelings, rights, and cultures of other individuals.

"You shall love your neighbour as yourself"
(Matthew 22:39)



Code of Conduct and Standards of Behaviour

HALTON CATHOLIC DISTRICT SCHOOLS

Mission Statement

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

For further information, please contact your School Principal or School Services of the Halton Catholic District School Board at (905) 632-6300 or from North Halton at 1-800-741-8382
www.hcdsb.org

Revised March 2016

Achieving Believing Belonging

PURPOSE

The purpose of these procedures is to accompany Operating Policy 11 – 49, English as a Second Language and English Literacy Development and Services.

REQUIREMENTS

The following statements outline the mandated policy requirements made by the Ministry of Education in *Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007):

Board Planning:

1. As part of the Board Improvement Plan and the Student Success/Learning to 18 Action Plan, The Halton Catholic District School Board will include a section that addresses the needs of English language learners.
2. These policies and procedures shall be reviewed on a regular basis to confirm that they meet the requirements set out by the Ministry of Education and HCDSB.

Reception and Orientation of ELLs and their Families:

1. HCDSB has established protocols to define procedures and practices for welcoming English language learners and their families and providing them with appropriate orientation to the Ontario school system, in the first language of the students and their families whenever possible. The protocol will include procedures for the admission of students in all grades, including Kindergarten – regardless of level of English proficiency or prior schooling – who arrive and need to begin school in Ontario at any time during the school year.
2. Parents will be made aware of the goal of ESL and ELD programs in HCDSB and how they are of benefit to students who are developing proficiency in English.
3. Parents who are French speaking must be informed of their right to enrol their child in a French language school if they qualify under Section 23 of the Canadian Charter of Rights and Freedoms. They must also be informed that children of parents who do not meet Section 23 criteria can be admitted to Ontario's French language schools by an admissions committee if they come from countries where the language of public administration or schooling is French. For more detailed information, see *Aménagement linguistique – A Policy for Ontario's French Language Schools and Francophone Community* (2004).

4. Protocols will address the effective use of human resources, including community resources.
5. Protocols will include direction for the gathering of student information.

Initial Assessment of English Language Learner:

1. HCDSB will assign staff to assess the English language proficiency of all English language learners. The assessment procedure will include:
 - a structured interview to assess oral communication skills (i.e., listening and speaking);
 - an assessment of reading comprehension;
 - an assessment of student writing;
 - an assessment of mathematical knowledge and skills.
2. If initial assessment indicates that an English language learner has had limited prior schooling, the board will provide additional support to the student.
3. HCDSB will develop a protocol for identifying English language learners who may also have special education needs.
4. If information from the student's home country, from initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate school team.

Placement of English Language Learner:

1. HCDSB will consider the educational background of all English language learners in determining their placement and the number of credits that may be granted for prior learning.
2. A student's level of proficiency in English will not influence the choice of grade placement.
3. In elementary schools, English language learners will be placed with an age-appropriate group.
4. In secondary schools, placement in a grade or in specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations.
5. English language learners should be placed in a grade-level or subject-specific classroom for at least part of each day.
6. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents.

Programming for English Language Learners:

1. HCDSB will implement programs and services that will enable English language learners to continue their education while learning English.
2. HCDSB will designate appropriately qualified personnel to coordinate programs and provide leadership at the system level.
3. HCDSB will design programs and services for English language learners so that they are flexible in response to changing needs and reflective of the needs of the students.

GRADUATION REQUIREMENTS FOR ENGLISH LANGUAGE LEARNERS:

1. A student entering HCDSB at any grade level may count a maximum of 3 ESL or ELD credits as compulsory English credits. (Four compulsory English credits are required for graduation.)
2. The remaining compulsory English credit(s) will be earned at the Grade 12 level. This course may be offered in special sections for English language learners.
3. The Ontario Secondary School Literacy Course (OSSLC) is a full-credit course that fulfils the Literacy requirement for graduation and can be counted as the compulsory English credit in either Grade 11 or Grade 12. This course may be offered in special sections for English language learners.
4. HCDSB will implement a process for evaluating a student's proficiency in an international language(s) and providing appropriate credit(s) for that proficiency (see Section 2.4.1), where courses in the language already exist in the board.

SUBSTITUTIONS FOR COMPULSORY COURSES:

1. The principal has the discretion to make substitutions for a maximum of 3 compulsory courses at the secondary level to address the specific needs of English language learners.

ONGOING ASSESSMENT, EVALUATION, AND REPORTING:

1. HCDSB will ensure ongoing assessment of the development of proficiency in English and the academic progress of each English language learner. Progress will be reported to parents on a regular basis.
2. When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents.
3. When confidential information is being discussed, the interpreter should be a bilingual teacher, a professional interpreter, or an adult member of the student's family, to facilitate accuracy of translation.

4. Information on each ELL's level of English language acquisition will be summarized and included in the Ontario Student Record at least once in each school year.

IDENTIFICATION AND INVOLVEMENT OF ENGLISH LANGUAGE LEARNERS IN LARGE-SCALE ASSESSMENTS:

1. English language learners should participate in the Grade 3 and Grade 6 provincial assessments in reading, writing, and mathematics, and in the Grade 9 provincial assessment in mathematics, when they have acquired the level of proficiency in English required for success.
2. Decisions about exemptions or deferrals will be made according to the requirements articulated in the EQAO administration guide.
3. English language learners should take the Ontario Secondary School Literacy Test when they have acquired the level of proficiency in English required for success.
4. English language learners should participate in national and international assessments when they have acquired the level of proficiency in English required for success.

DISCONTINUATION OF ESL/ELD SUPPORT:

1. English language learners should receive ESL/ELD program support until they have acquired the level of proficiency required to learn effectively in English with no ESL/ELD support.

APPROPRIATE ALLOCATION OF RESOURCES TO SUPPORT ENGLISH LANGUAGE LEARNERS:

1. Funding provided under the ESL/ELD component of the Language Grant is expected to be used for programs and services that are designed to benefit English language learners. Information about the use of ESL/ELD funding will be included in the financial statements submitted annually to the ministry.

ENGLISH AS A SECOND LANGUAGE TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT:

1. HCDSB will assign staff with the qualifications required by the Ministry of Education to teach ESL and ELD programs (see Ontario Regulation 184/97).
2. HCDSB will provide appropriate professional development opportunities to administrators, ESL/ELD teachers, classroom teachers, and support staff to support the implementation of this policy.

**PROCEDURES FOR THE HCDSB ELEMENTARY AND SECONDARY
SCHOOLS, K – 12, ESL AND ELD PROGRAMS AND SERVICES
FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

ADMINISTRATIVE PROCEDURE No.:

DATE:

AMENDED:

SCHEDULED FOR REVIEW:

Approved: Regular Meeting of the Administrative Council

Authorized By:

Director of Education and Secretary of the Board