

POLICY COMMITTEE MEETING  
REVISED AGENDA

Date: Tuesday, May 10, 2016  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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9. **Motion to Adjourn/ Closing Prayer**

## MINUTES OF THE POLICY COMMITTEE MEETING

Tuesday, April 12, 2016

7:00 p.m.

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

Members Present: A. Danko A. Quinn  
A. Iantomasi 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  
A. Swinden, Administrator, Strategic Communications  
T. McKinnon, Manager, Privacy and Records Information Management  
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 A. Iantomasi.

2. **APPROVALS**

2.1 **Agenda**

The agenda was approved as submitted. Action Item 3.2 was moved to the bottom of the Action Items to accommodate a Trustees schedule.

The following motion was presented:

**#P38/16**

Moved by: A. Quinn

Seconded by: S. Trites

**RECOMMENDED**, that the agenda be approved, as amended.

**CARRIED**

2.2 **Approval of Minutes**

The minutes of the March 29, 2016 Policy Committee Meeting were reviewed. Minor revision was made under discussion item 4.1 Aboriginal Policy.

The following motion was presented:

**#P39/16**

Moved by: S. Trites

Seconded by: H. Karabela

**RECOMMENDED**, that the minutes of the Policy Committee Meeting held on March 29, 2016 be approved, as amended.

**CARRIED**

### 3. ACTION ITEMS

#### 3.1 Policy I-02 Records and Information Management, Policy I-07 Protection of Privacy, Policy I-30 Video Surveillance - second and third reading (C. Cipriano/T. McKinnon)

C. Cipriano introduced T. McKinnon, Manager for Privacy and Information Management. He noted she will present the three policies that were approved at first reading in December 2015, and were submitted for stakeholder input.

T. McKinnon presented Policy I-02 Records and Information Management. She noted that this policy already formalizes the good practice that the Halton Catholic District School Board follows. T. McKinnon responded to the stakeholder comments, and noted accurate and timely records management is a responsibility of all staff. The Board is developing a training module on appropriate records management practices. The Board has also developed a records retention schedule that will be updated annually by the Privacy, Records and Information Management Department, and will be posted on staffnet for all staff as well as circulated. It was noted that all records should be kept in a secure location, and records that are Board business are kept in the administration office- records storage room and access is restricted to only those that should have access.

**#P40/16**

Moved by: J. Michael

Seconded by: A. Iantomasi

**Resolved**, that the Policy Committee recommends that Policy I-02 Records and Information Management, be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

**CARRIED**

T. McKinnon further addressed stakeholder comments for Policy I-07 Protection of Privacy. This policy has been completely rewritten and is now in line with the PIM standards. Over the summer of 2015 Secondary Schools OSR's were packaged, organized and sent offsite. Student OSR records are kept offsite for 55 years post-graduation and are in accordance with schools and with the OSR guidelines. A yearly follow up with both Secondary and Elementary schools will take place to ensure OSR records are kept in a secure area. Brief discussion took place regarding cost for keeping records off site.

**#P41/16**

Moved by: A. Quinn

Seconded by: A. Iantomasi

**Resolved**, that the Policy Committee recommends that Policy I-07 Protection of Privacy, be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented. **CARRIED**

T. McKinnon responded to stakeholder comments for Policy I-30 Video Surveillance. It was noted that the Halton Catholic School Board's video surveillance is in accordance with IPC guidelines and the policy has been rewritten. She noted that there is no video surveillance in change rooms, staff rooms or classrooms. These videos are for the safety and security of the Board's assets. Electronic logs are now available. Access to video surveillance is limited to the principal and vice principal with the exception of Elementary schools, there is one camera at the front door and the school secretary is able to view it for security purposes.

Further discussion ensued regarding freedom of information requests.

Question was raised by a Trustee regarding steps that would be taken if an alleged assault was committed by an administrator. C. Cipriano responded to the question stating that the avenue that the parent should go to is the Superintendent of Education who has the ability through the Board's policy to view the video.



The following was put before the Policy Committee:

**#P42/16**

Moved by: A. Quinn

Seconded by: A. Iantomasi

**Resolved**, that the Policy Committee recommends Policy I-30 Video Surveillance be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

**CARRIED**

### 3.2 Policy I-22 Admission to Schools (P. Marai)

Chair P. Marai provided an overview of suggested amendments to Policy I-22 Admission to Schools. He stated that since the Board is under MPAR process the under-utilized schools would benefit from these amendments.

Discussion ensued regarding proposed amendments. P. Marai stated the way the amendments have been structured it would only affect a small number of schools because of the utilization rates. Schools under a 90% of utilization would be affected.

It was recommended by a Trustee Quinn to make an amendment and remove all changes as well as section B from the policy. Chair P. Marai ruled it not in order.

Further discussion ensued regarding Catholic Education. P. Marai stated that within the suggested amendments all Elementary school students would be required to take part in religious classes and within the Catholic activities of the school.

Trustee A. Quinn requested a recorded vote:

In Favour	Opposed
P. Marai	A. Danko
	H. Karabela
	A. Iantomasi
	J. Michael
	D. Rabenda
	J.M. Rowe
	S. Trites
	A. Quinn

The following was put before the Policy Committee:

**#P43/16**

Moved by: J. Michael

Seconded by: A. Danko

**Resolved**, that the Policy Committee recommends that Policy I—22 Admission to Schools be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

**DEFEATED**

### 3.3 Policy I - Governance of Policy (C. Cipriano)

C. Cipriano spoke to Policy I - Governance of Policy, noting that this policy is to establish framework and process for developing, implementing and amending policies as well as to ensure consistency within the Halton Catholic District School Board. He noted that currently under Policy I – Governance of Policy it states that amendments to existing policies require only one reading and don't require stakeholder

input. Recommended language states that for amendments to existing Board policies – input from stakeholder groups will be solicited with a simple majority of the Policy Committee. The time period and process will follow the same vetting process as for any new policy that passes first reading. As well as amendments to existing Board Policies require only one reading with the exception of amendments to Board policies that will be submitted for stakeholder input which will require two readings.

Discussion ensued regarding the new language, which is located on page 2 of Policy I – Governance of Policy, and the process.

Trustee Karabela inquired about a stakeholder list. It was agreed Trustees will be provided with a list of stakeholder recipients.

The following motion was put before the Policy Committee:

**#P44/16**

Moved by: D. Rabenda

Seconded by: S. Trites

**Resolved**, that the Policy Committee recommends that Policy I - Governance of Policy be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

**CARRIED**

### 3.4 **Policy II-41 School Uniform Dress Code/ School Dress Code (C. Cipriano)**

C. Cipriano provided background on Policy II-41 Uniform. He noted that the principles of this Policy have remained the same. The amendments that have been made are based on current principles. He noted one major change on page 4 of the policy, which states that at least once annually, at a Catholic School Council meeting, the principal shall review the school dress code – in the past it stated every three years.

Trustee Quinn provided the group with his suggested amendments and uniform providers. He requested that Policy I-31 Apparel Purchases and Fair Labour Practices be brought forward on the upcoming agenda. He would like to see Policy II-41 follow that of the Toronto Catholic School Board, and feels the Board should not dictate to parents where they should purchase the uniforms from.

Discussion ensued regarding the proposed amendments from Trustee Quinn.

Trustee Quinn presented the following recommendation:

**#P45/16**

Moved by: A. Quinn

Seconded by: H. Karabela

**Resolved**, In keeping with our commitment to reflect Christian values in our day-to-day lives and to abide by the social teaching of the Church and our own Mission and Vision Statement, the Halton Catholic District School Board has implemented a Fair Labour Purchasing Policy I-31. This requires that all vendors provide assurances that the manufacturing of apparel is in keeping with the provisions and procurement of the Fair Labour Practices Agreement. We would request that all school communities consider safe, just and healthy, employment standards wherever and whenever they are shopping. A list of school apparel suppliers who have declared compliance with our policy, is available on our website.

**DEFEATED**

Further discussion to place regarding amendments proposed by policy working group. Question was raised by Trustee Iantomasi if there are any other avenues for parents to take other than school council. C. Cipriano responded stating that reporting to the principal would be a good start as well as the Tell Them From Me Survey.

The following motion was put before the Policy Committee:

**#P46/16**

Moved by: S. Trites

Seconded by: H. Karabela

**Resolved**, that the Policy Committee recommends that Policy II-41 Uniform be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

**CARRIED**

### 3.5 Policy II- 09 Opening and Closing Exercises (C. Cipriano)

C. Cipriano provided background on Policy II-09 Opening and Closing Exercises and noted that this Policy was passed with some amendments at the February 2, 2016 Regular Board meeting. He noted that it was requested by a Trustee Rabenda that this policy be reviewed again by the Policy Committee with considerations to send out for stakeholder input.

Discussion ensued regarding the delay in printing/delivery of the Oath posters to schools. P. Dawson stated that in late February principals were notified of the new policy and that large size posters would be delivered to each school. C. Cipriano noted there was a typo in the posters and therefore delivery was delayed. It was noted that all schools should have the Oath posters now.

The following motion was put before the Policy Committee:

**#P47/16**

Moved by: D. Rabenda

Seconded by: A. Iantomasi

**Resolved**, that the Policy Committee recommends that Policy II-09 Opening and Closing Exercises to Schools be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

**DEFEATED**

## 4. DISCUSSION ITEMS

## 5. INFORMATION ITEMS

### 5.1 Draft upcoming Policy Committee Meeting Agenda

Reviewed.

## 6. MISCELLANEOUS INFORMATION

## 7. CORRESPONDENCE

## 8. IN CAMERA

## 9. NEW BUSINESS

## 10. MOTION TO EXCUSE COMMITTEE MEMBERS (None)

## 11. MOTION TO ADJOURN

**#P48/16**

Moved by: J. Michael

Seconded by: S. Trites

**RECOMMENDED**, that the meeting adjourn.

**CARRIED**

The meeting closed with a prayer led by P. Marai 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 May 17, 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 31<sup>st</sup> or March 31<sup>st</sup>.
- 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.

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

January 19, 2016

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

- 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 BoardAuthorized 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 May 17, 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 amended by the Progressive Discipline and School Safety Act (Bill 212), 2007 and the Accepting Schools Act (2012).~~

**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 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.

**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:

<b>REQUIREMENTS</b>
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- 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 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~~

**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:

~~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 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, consideration of 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.
- 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.

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- 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.

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:**

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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.

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.

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

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**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
- 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.



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**MITIGATING AND OTHER FACTORS:**

Before imposing a suspension under section 306 of the Education Act, 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. 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;
- 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;

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~~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*.

**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.

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 AMENDED:

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:**

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 II-12 CORPORAL PUNISHMENT**  
**(TO BE RE-NAMED “MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOUR WITHIN OUR SCHOOLS”)**

**PURPOSE:**

To provide for the consideration of the Policy Committee revisions made to *Policy II-12 Corporal Punishment*, including, but not limited to, the re-naming of this policy to better reflect existing practices.

**COMMENTS:**

Policy II-12 has been in existence in HCDSB since before the Ministry of Education officially discontinued the use of corporal punishment as a behaviour management and/or modification strategy in schools. The term “corporal punishment” is no longer used in education in any way and the re-naming of this policy reflects current and best practices.

There are times, when student behaviour is such that they present an imminent risk to themselves and/or others, when HCDSB staff, acting as prudent parents, have to intervene for the safety of all students. HCDSB employs a preventative approach to working with students who present such risks and staff are trained to be able to intervene safely and effectively in order to keep all staff and students safe, and to maintain the dignity of all students. This is accomplished through the training of staff. The HCDSB currently employs five trainers who are qualified and accredited to provide such training.

Since this policy’s language was out-dated, and since HCDSB currently and effectively utilizes strategies to support students whose behaviours pose imminent risk to themselves or others, this policy was revised to reflect existing best practices. The Special Education Department convened a subcommittee to review needed changes to Policy II-12. This Leadership committee met to review current practices, Ministry documentation, surrounding school board related policies and procedures and related HCDSB policies and procedures. Following that review changes were made within the existing Policy II-2 to embed relevant language capturing our best practices.

**RECOMMENDATION:****RESOLUTION:**

Moved by:

Seconded by:

**RESOLVED**, that the Policy Committee recommends that Policy II-12 be re-named “Management of Aggressive Student Behaviour In Our Schools” be forwarded to the May 17, 2016 Regular Board Meeting for approval.

**REPORT PREPARED BY:**

B. BROWNE  
SUPERINTENDENT OF SPECIAL EDUCATION

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## OPERATING POLICY

### CORPORAL PUNISHMENT AND SAFE MANAGEMENT, PHYSICAL CONTACT WITH STUDENTS MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS

## HALTON CATHOLIC DISTRICT SCHOOL BOARD

POLICY No.: II-12-(e)  
DATE: August 25, 1987  
AMENDED: June 5, 2007  
AMENDED : ~~TBD~~ December 15,  
2015 February 2016

### PURPOSE

~~To provide staff with a policy to address the safe interaction and management of students in cases which they are at risk to themselves or others~~

This policy recognizes the importance of providing a ~~ensures a~~ safe school environment through the positive and proactive management of student's behaviour that is likely to pose an imminent physical risk to themselves or others, and when least intrusive measures are deemed ineffective. This policy ~~e Board~~ will be congruent with ~~adhere to~~ Ministry language which promotes ~~ensuring the promotion of~~ support, respect, and physical safety of students. Principals and teachers recognize their responsibility ~~will also adhere to the duty to~~ maintain order and discipline in schools ensuring the safety of all students to include responsibilities ~~in~~ *within loco parentis*.

### APPLICATION AND SCOPE

~~This policy applies to all staff, parent(s)/guardian(s) and stakeholders of the Bboard regarding the safe management of students.~~

This policy applies to all individuals of the ~~with our~~ Board who are in direct contact with students on school property, at school/Board authorized activities, while using school authorized transportation services or in other venues or locations and are called to respond to student's behaviours that pose imminent risk of injury to self or others.

### PRINCIPLES

This policy ~~recognizes that responding ensures that response~~ to aggressive student behaviours is never disciplinary in action nor part of implementing consequential outcomes related to those behaviours. Staff will respond to a student's behaviour from a caring, moral, and ethical framework embedding the teachings of Jesus Christ.

The use of corporal punishment in any form by teachers is prohibited. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

### DEFINITIONS

Corporal ~~P~~punishment

~~is defined as t~~he intentional use of physical force upon a student outside of the Board approved physical crisis intervention training, for any alleged offence or behaviour, or the use of physical force in an attempt to modify the behaviour or attitude of a student.

Restraint

The use of physical intervention to restrict a student's movements against their will.

## OPERATING POLICY

## HALTON CATHOLIC DISTRICT SCHOOL BOARD

### CORPORAL PUNISHMENT AND SAFE MANAGEMENT, PHYSICAL CONTACT WITH STUDENTS MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS

POLICY No.: II-12-(e)  
DATE: August 25, 1987  
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#### Safe Management Physical Intervention Training

It is a condition of employment for all Education Assistants to be trained and certified in an approved physical crisis intervention program. This training will include strategies to de-escalate potentially volatile student behaviours and safely manage these behavioural crises. This Board approved training includes embedded practices outline in the Ontario Safe Schools Act.

A behaviour management system designed to safely manage crisis situations that involve verbal and physical acting out behaviour. Training includes the presentation of physical intervention strategies in a progressive manner from least intrusive to most intrusive including physical restraint as a last resort when there is imminent risk to self or others.

#### Indicator Response Plan (IRP)

An IRP is a student behaviour plan identifying levels of student escalation continuum and appropriate staff directed responses creating the best opportunity for prevention and de-escalation. These plans are developed when a student's behaviour has previously escalated to a level presenting imminent risk of injury and which may or may not require physical intervention.

#### Safety Plans

The safety plan is a student behaviour plan outlining the student specific directives to staff related to implementing physical restraint with the focus on safety, crisis response teams and student de-escalation.

#### Physical Restrain/Incident Report SE17

This report is

The Special Education completed at the site of the incident and forwarded to the board and distributed to be reviewed and filed. The purpose of the report is to record the details of student behaviour that will, or is likely to cause injury to self or others, or extreme property damage. These behaviours demonstrate a level of intensity that is unusual and excessive. These reports are monitored to inform programming and supports.

#### Incident Note to Parent or Guardian SE17b

The Special Education form is completed and distributed to parents to inform parents of the parent the incident resulting in the completion of the SE17.

## REQUIREMENTS

The use of corporal punishment in any form by teachers is prohibited as a disciplinary action. It is understood that at times physical intervention may need to be used for self-protection or for the protection of other students and the student concerned.

Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

In a case whereby a student and/or staff member's safety is at risk to self or others, where possible, a trained and certified employee would use safe management and intervention techniques to protect the

## OPERATING POLICY

### ~~CORPORAL PUNISHMENT AND SAFE MANAGEMENT, PHYSICAL CONTACT WITH STUDENTS MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS~~

## HALTON CATHOLIC DISTRICT SCHOOL BOARD

POLICY No.: II-12-(e)  
DATE: August 25, 1987  
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~~person or persons at risk. The action is documented through the SE17B form and parents would be notified of this action by way of SE17B form (full title).~~

~~The Safe Management Training and Certificate program is the only program approved by the Halton Catholic District School Board for staff to physically intervene with our students. It is a condition of employment for all Educational Assistants to be certified in Safe Management and to maintain that required skill set through regular practice and review. Additional staff requesting Safe Management Training must complete the SE48 based on the needs of the school or the workplace.~~

~~The Board will develop an Administrative Procedure supporting the directive outlined in this policy and ensure comprehensive communication of the procedures to appropriate relative stakeholders.~~

~~The Board and its Principals will ensure all students have an opportunity to be successful within a safe, caring and accepting school environment, creating a positive school environment.~~

~~The Board and its Principals will ensure that student behaviour plans are developed to address aggressive student behaviours where there is a history of aggression. These plans will be developed with a goal of prevention, supporting student skill development and an opportunity for increased self-regulation.~~

~~The Board will provide the necessary certification training to all Educational Assistants in the physical crisis intervention training. Trained staff will respond to student behaviour crises that may pose imminent risk to self or others and may require restraint. Staff outside of the role of Educational Assistant may also trained with the approval of the school Principal and Board Special Education staff.~~

## REFERENCES

The policy is in accordance with provisions of the:

- -Education Act, The Safe Schools Act, 2000
- The mission statement of the Halton Catholic School System.
- HCDSB Policy II-39 Progressive Discipline and Safety in Schools/Code of Conduct
- HCDSB Policy I-19 Occupational Health and Safety
- HCDSB Policy 111-15 Employee Code of Conduct
- HCDSB Policy 111-5 Employee Assault
- PPM 145: Progressive Discipline & Promoting Positive Behaviour (October 2009)
- PPM 149: Protocol for Partnership with External Agencies
- PPM 156: Supporting Transitions for Students with Special Education Needs (2013)
- Bill 157: Keeping Our Kids Safe at School (2009)

**OPERATING POLICY**

~~CORPORAL PUNISHMENT AND SAFE MANAGEMENT,  
PHYSICAL CONTACT WITH STUDENTS~~  
MANAGEMENT OF  
AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS

**HALTON CATHOLIC DISTRICT SCHOOL BOARD**

POLICY No.: II-12 (c)  
DATE: August 25, 1987  
AMENDED: June 5, 2007  
AMENDED : ~~TBD~~ December 15,  
2015 February 2016

~~APPROVED:~~ Approved: \_\_\_\_\_ Regular Meeting of the Board

AUTHORIZED BY \_\_\_\_\_ : \_\_\_\_\_  
\_\_\_\_\_ Chair of the Board



## ACTION REPORT

## ITEM 3.4

**POLICY II-2 EDUCATIONAL ASSISTANTS****PURPOSE:**

To provide for the consideration of the Policy Committee revisions made to Policy *II-2 Educational Assistants* as recommended by staff.

**COMMENTS:**

This policy provides the job description for Educational Assistants and the terms of reference for their deployment throughout the board. The policy is in alignment with our collective agreements and reflects our current and best practices.

The only change of note in this revision is the title change from “Supervisor” of Educational Assistants to “Manager” to reflect the appropriate job title as per Human Resources. This policy continues to accurately reflect the job description and deployment of Educational Assistants and as such received minimal alternations.

**RECOMMENDATION:****RESOLUTION:**

Moved by:  
Seconded by:

**RESOLVED**, that the Policy Committee recommends that Policy *II-2 Educational Assistants* be forwarded to the May 17, 2016 Regular Board Meeting for approval.

**REPORT PREPARED BY:**

B. BROWNE  
SUPERINTENDENT OF SPECIAL EDUCATION

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**Educational Assistants****POLICY NO. : II-2****DATE : July 30, 1991****AMENDED :****PURPOSE**

To provide in accordance with the ~~Job dDescription and Handbook~~ [SS1] for Educational Assistants, the terms of reference for the deployment of Educational Assistants within the Halton Catholic District School Board.

**APPLICATION AND SCOPE**

This policy applies to the educational assistants in whatever may be their role functions within the Halton Catholic District School Board.

**PRINCIPLES**

The Halton Catholic District School Board fully recognizes the pivotal role that Educational Assistants provide in supporting the students within the system.

**REQUIREMENTS**

It is understood that under the authority of the Superintendent of Special Education Services:

- ◆ Educational Assistants assigned to schools, shall be responsible to the principal of the school.
- ◆ Educational Assistants assigned to system duties, shall be responsible for their assignments and supervision, through the ~~Supervisor~~ ~~Manager~~ [SS2] of Educational Assistants.
- ◆ The primary role function of an Educational Assistant is to work cooperatively with all concerned in the delivery of the Board's Special Education programs and services by:

AT THE SCHOOL LEVEL

- The implementation of programs under the direction of a principal and/or teacher;

AT THE SYSTEM LEVEL

- The implementation of programs under the direction of the ~~Supervisor~~ ~~Manager~~ [SS3] of Educational Assistants, and/or the appropriate educational team leader.
- ◆ As required by the appropriate supervisors, assist in meeting the educational, spiritual, social/emotional and physical needs of the students entrusted into their care.
- ◆ The performance of other duties, as outlined in the publications ~~s~~ entitled ~~Job Description for Educational Assistants and Handbook for Educational Assistants~~ [SS4].

APPROVED: \_\_\_\_\_ Regular Meeting of the Board

DISTRIBUTION: \_\_\_\_\_ Board Members, Administration, Principals and Staff

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board

ACTION REPORT

ITEM 3.5

## POLICY I-33 CLASSROOM OBSERVATIONS BY EXTERNAL THIRD PARTY PROFESSIONALS

### PURPOSE:

To provide for the consideration of the Policy Committee revisions made to Policy I-33 Classroom Observations by External Third Party Professionals as recommended by staff.

### COMMENTS:

This policy describes the process by which a parent may obtain approval for a third party professional to attend a school for the sole purpose of observing the parent's child. This revision serves to ensure that services in schools are keeping all students safe and that best quality of care is being provided by outside professionals.

The proposed changes of the policy include the following amendments:

1. An updated list of professionals that reflects current titles as defined by regulations, the broadening of regulatory bodies beyond the Ontario College of Teachers, as well as the requirement for observations by unregulated providers and their reporting to be supervised by a member of a recognized professional body.
2. Specification of the required documentation (i.e. Criminal Record Check with Vulnerable Sector Screening) and specification of the regulatory framework.
3. Updating of language to reflect custody arrangements, and revision of timelines to reflect realistic expectations for reports.

### RECOMMENDATION:

#### RESOLUTION:

Moved by:  
Seconded by:

**RESOLVED**, that the Policy Committee recommends that Policy I-33 Classroom Observations by External Third Party Professionals be forwarded to the May 17, 2016 Regular Board Meeting for approval.

### REPORT PREPARED BY:

B. BROWNE  
SUPERINTENDENT OF SPECIAL EDUCATION

### REPORT SUBMITTED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**PURPOSE**

The purpose of this policy is to establish a process by which a parent may obtain approval for a third party professional (defined below), retained by the parent or on behalf of the parent, to attend at a Board school for the sole purpose of observing the parent's student. Further, this policy establishes the terms and conditions which will apply where permission is granted by the Principal for the third party's attendance. **This is to ensure that all services provided within the school are keeping all students safe and to ensure best quality of care from professionals and associated staff.**

**APPLICATION AND SCOPE**

This policy and associated procedures apply to any third party as defined under this policy who is seeking access to any classroom or Board site for the purpose of observing a specified student as part of an assessment, diagnostic or program design protocol recognized and approved of by the professional governing body, professional college, or licensing /accreditation body of which the third party is a member in good standing.

**DEFINITION OF "THIRD PARTY"**

For the purposes of this policy, "third party" may be characterized as:

1. A party whose services are paid for by parents or by another (or others) on behalf of parents, or who may be providing "pro bono" service and who are working with parents for the purpose of supporting the special needs of a student ~~who has been or is being assessed~~ regarding the student's ability to benefit from the regular curriculum in the same way as other students not identified for special education services and/or for the purpose of assessing and remediating behavioural patterns in students.
2. Including but not limited to: physiotherapists, occupational therapists, IBI therapists/experts, psychologists, psychological associates and supervised psychometrists, social workers, psychotherapists, persons with qualifications as educators\*, speech and language pathologists, ~~family service workers~~, ~~Cchild and yYouth counsellors~~ Workers supervised by a professional, psychometrists, psychiatric nurses, and the like\*.

\* \_\_\_\_\_ belong to a regulated body or are supervised by a member of a recognized professional body (college) and a member in good standing of the Ontario College of Teachers

\_\_\_\_\_ possesses hold undergraduate and/or post graduate education degree(s)

**PRINCIPLES**

- The Board is committed to working in cooperation with community, health and social service professionals for the general health, ~~well-being~~ welfare and development of students.
- The Board recognizes and properly discharges its responsibilities ~~under the Child and Family Services Act~~ to insure that anyone coming into the direct company of students at any school site is properly qualified and satisfies the criminal reference check with vulnerable sector screening in-compliance with

~~O.Reg.521/01 keeping with requirements stated in Board Policy II-37 and III-10 for volunteers and employees.~~

- The Board acknowledges a responsibility to protect the instructional environment from too frequent or unnecessary disruptions thereby satisfying the requirements of the Ontario Regulation 298,S3(1) pertaining to the instructional ~~day~~<sup>F011</sup>.
- The Board assumes responsibility under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) for the protection of the privacy rights of all students, staff and volunteers when on Board property.
- The Board asserts that the purpose of the classroom or instructional setting is to serve the best educational interests of all students in the classroom. The corollary of this principle is that the ~~therapeutic interest~~<sup>observation</sup> of individuals for the purpose of assessment may not impose upon nor hamper the instruction of other students in the instructional setting.
- The properties and schools of the Board are the publicly funded teaching and learning venue for Board-registered students and Board-employed instructional and support staff.
- Board employees remain under the direction and supervision of appropriately designated Board personnel.

## **REQUIREMENTS**

### **PROCESS FOR MAKING A REQUEST:**

1. A parental request that a third party be permitted to attend at a school or classroom for the purpose of conducting an observation of their student or for the purpose of determining or supporting the educational needs of the student, shall be made in writing to the Principal.
2. The written request shall include an outline from the third party which sets out:
  - the purpose of the desired visit to the school. It must be clear that the observation is a required component of a professional activity approved by the professional governing body, professional college, licensing or accreditation body of which the third party or their supervisor is a member;
  - any proposed uses of image or sound recording technology. Any proposed use of any form of such technologies requires discussion with and approval from the principal. The use of the technologies will be measured against the expectations of privacy of the staff and students.
  - ~~the nature of the activities which the third party wishes to observe~~ (e.g. behaviour in the classroom, interaction with peers, playground activity etc.); and
  - ~~the proposed timing of the visit.~~
3. In addition, the third party will provide:
  - his/her professional accreditation (and/or name and professional accreditation of the supervisor, if applicable)

- a certificate of a criminal reference check with vulnerable sector screening which is no more than one (1) year old. Such certificate must set out any record of offences which the Third Party has (excepting only an offence for which the Third Party has received a pardon unless such offence relates to children).
4. In deciding whether to grant the parents' request, the Principal shall consult with the Superintendent of Special Education or designate.
5. In considering the parent's request, the following factors will be taken into account:
- the number of third parties and the frequency of visits proposed from all the parents of students in the classroom;
  - that the education of students is not disrupted by the visit of the third party;
  - student safety;
  - that the privacy of information rights of students and staff are maintained;
  - that staff are not placed in the position of being intimidated or of being unfairly dealt with as a result of any visit by a third party;
  - that appropriate signed releases of information are provided in those cases where staff are asked to share information pertaining to the student or requested or instructed to perform tasks and duties not in keeping with their job description and their responsibilities.

**TERMS AND CONDITIONS:**

Where permission for a visit by a third party is granted, the conditions of the permission will include the following:

- The parents/custodians (and where parents are separated the parent(s) who have custody and the third party must agree that the third party ~~(and the parent, if a parent accompanies the third party)~~, must make every reasonable effort to ensure that the visit does not disrupt any student or any staff member in carrying out his/her duties;
- An observation period is limited to 1 (one) hour at a time. However, if two or more observations are required, these are scheduled in cooperation with the teacher.
- The third party must agree in writing to respect the privacy rights of every person at the school, whether student or staff;
- The third party must agree to report to the Principal or designate when entering and leaving the school (refer to Policy II-35 Access to School Premises).
- Video taping or recording of the class and/or students is not permitted without the expressed permission of the principal as outlined in #2 of the Requirements.
- Permission to observe does not carry with it approval to provide casual, or on-the-spot consultation, advice, or recommendations to the school staff. Discussion with staff and the consideration of

recommendations for academic program changes, classroom and/or behaviour management may be discussed in the setting of a case conference by agreement with the school principal in consultation with the Superintendent of Special Education Services.

- The parent and the third party must agree in writing that any visit by the third party is without prejudice to any litigation, existing or future, between the parent and the Board and that the visit will not be used in any way to obtain “evidence” which to be used against the Board or any of its staff;
- The parent and the third party will be informed that:
  - a) The school principal is open to receiving the resulting observation reports and recommendations and will consider possible implementation of the contents in good faith;
  - b) Written reports proposed for inclusion in a student’s Ontario Student Record must be free of references to other students in the school or class and statements which could be taken as evaluation of staff.
  - ~~b)c)~~ Reports written by Third Party Professionals who are supervised by regulated professionals must be co-signed by the regulated supervising professional.
  - ~~c)d)~~ The Board is not bound to honour and is not financially obligated to provide any form of material resource, equipment, furniture or personnel recommended in a third party report.
  - ~~d)e)~~ A completed and signed agreement (attached) is required proof that the parent and third party subscribe to the terms and conditions.
  - ~~e)f)~~ In the event the Third Party fails to comply with the terms of the agreement, the Principal shall withdraw permission for the third party to be on the school premises and the Third Party shall be asked to leave the School immediately.

**OPERATING POLICY**

**HALTON CATHOLIC DISTRICT SCHOOL BOARD**

**CLASSROOM OBSERVATIONS BY  
EXTERNAL THIRD PARTY PROFESSIONALS**

**POLICY NO:**

**I-33**

**DATE:**

**September 20, 2005**

**AMENDED:**

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APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

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

DRAFT



## AGREEMENT TO PERMIT THIRD PARTY ACTIVITY ON TO SCHOOL PREMISES

This agreement is between the following parties:

**Halton Catholic District School Board** (hereafter "Board")

and

Parents: \_\_\_\_\_ (hereafter Agent")  
 [fill in names of parents or custodian]

and

Third party: \_\_\_\_\_ (hereafter Third Party)  
 [fill in names of third party]

### PREAMBLE:

The purpose of this agreement is to set out in writing the terms and conditions based on which the Third Party is being permitted to enter the premises of \_\_\_\_\_ School (hereafter "the School") to make observations of the Parents' child, \_\_\_\_\_, and to record the agreement of the Parents and the Third Party to these terms and Conditions.

### TERMS AND CONDITIONS:

The Board agrees to permit the Third Party to attend on the premises of the School on the following terms and ~~c~~Conditions:

1. \_\_\_\_\_ The purpose of the visit by the Third Party to the school is for the following purpose ~~F02~~:  
[set out agreed to purpose of visit] of observation.
2. The Third Party will attend at the school only on the date (or dates) and at that time (or times) specifically agreed to by the Principal of the School. *[set out dates and times]*
3. The Third Party has provided a certificate verifying that a Criminal Records / Vulnerable Sector search has been done by a \_\_\_\_\_ Canadian police authority within the past 12 months ~~past year~~. Such certificate must set out any record of offences \_\_\_\_\_ which the Third Party has (excepting only any offence for which the Third Party has received a pardon \_\_\_\_\_ unless such offence relates to children.)

4. The Parents and the Third Party agree that the Third Party ~~(and either of the Parents if such Parent accompanies the Third Party)~~ will make every reasonable effort to ensure that the visit does not disrupt any student or any staff member in carrying out his/her duties.
5. The Third Party agrees to respect the privacy rights of every person at the school, ~~whether student or staff~~ and applicable laws and regulations (MFIPPA), ~~f~~ For example, the Third Party shall not record any observation relating to any other student and will not include the name of any other student in any written observations and/or report.
6. The Third Party will ensure that he/she respects the human rights of every person at the school, whether student or staff.
7. The Third Party will report to the Principal or designate when entering and leaving the school. Should the Third Party be asked to leave the school, he/she shall do so promptly.
8. The Parents/Custodian and the Third Party agree that any visit by the Third Party is without prejudice to any ~~litigation,~~ litigation, existing or future, between the Parents and the Board or any employee of the Board and that ~~the visit will~~ visit will not be used in any way to obtain "evidence" against the Board or any of its employees, nor will any observation by the Third Party be used as evidence against the Board or any of its employees in any legal proceeding. The Parents/Custodian and Third Party understand that this agreement is a specific condition ~~of the~~ of the permission being granted.
9. The Parents/Custodian and the Third Party agree that a copy of any written observations, recommendations or report ~~of any nature concerning the visit or arising out of the visit by the Third Party will be provided to the School~~ within 4 to 6 2 weeks of the completion of such written observations, recommendations or report.
10. Permission to observe does not carry with it approval to provide consultation, advice, or recommendation to the school staff. Discussion with staff and the consideration of recommendations for academic program changes, classroom and/or behaviour management may be discussed in the setting of a case conference as by agreed to by the school principal in consultation with the Superintendent of Special Education Services.

**The parties are confirming their agreement to the terms and conditions set out above by signing in the spaces provided below. It is understood and agreed that while both parents may sign, the signature of one parent will bind both.**

\_\_\_\_\_  
for the Board

\_\_\_\_\_  
Date signed

\_\_\_\_\_  
Parent / Custodian

\_\_\_\_\_  
Date signed

Parent   / Custodian  

                      
Date signed

                      
Third Party

                      
Date signed

ACTION REPORT

ITEM 3.6

## POLICY II-35 ACCESS TO SCHOOL PREMISES

### PURPOSE:

To provide for the consideration of the Policy Committee revisions made to *Policy II-35 Access to School Premises* as recommended by staff.

### COMMENTARY:

One of the policies identified by the Policy Working Group as requiring review and revision is *Policy II-35 Access to School Premises*. Staff reviewed the Policy Working Committee's recommendations and have brought forth the proposed amendments to this policy, as appropriate.

### Recommendation:

**Resolution:**

Moved by:

Seconded by:

**Resolved**, that the Policy Committee recommends that *Policy II-35 Access to School Premises*, be forwarded to the May 17, 2016 Regular Board Meeting for approval.

### REPORT PREPARED BY:

C. CIPRIANO  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

### REPORT SUBMITTED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## ACCESS TO SCHOOL PREMISES

POLICY No.:	II-35
DATE :	JUNE 19, 2001
AMENDED :	OCTOBER 28, 2003
AMENDED :	APRIL 15, 2008
AMENDED :	APRIL 17, 2012

**PURPOSE**

To provide a safe workplace and learning environment ~~which by establishing a policy governing~~ governs access to school premises ~~as well as the security of school facilities and their contents.~~

**APPLICATION AND SCOPE**

This policy applies to all persons accessing school premises under the jurisdiction of the Halton Catholic District School Board.

**REFERENCES**

The Halton Catholic District School Board recognizes that control of access to school premises under its jurisdiction shall be in accordance with the provisions of the:

- Education Statutes and Regulations of Ontario Act
- Safe Schools Act
- Trespass to Property Act
- Regulations of the Province of Ontario
- Section 93 of the Constitution Act, 1982
- Section 19 of the Ontario Human Rights Code
- Ontario's Equity and Inclusive Education Strategy
- Policy V-1 Use of Schools Grounds and Community Use of School Facilities
- Progressive Discipline and Safety in Schools
- Administrative Procedure VI-30 Access to School Premises

**PRINCIPLES**

- ~~The Board recognizes that control of access to school premises under its jurisdiction shall be in accordance with the provisions of the Education Act, the Safe Schools Act and the Regulations of the Province of Ontario Regulation 474.~~
- ~~The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1982 and as recognized at section 19 of the Ontario Human Rights Code.~~
- The Halton Catholic District School Board endorses and promotes an access to school premises policy which is consistent with the values, traditions and distinctiveness of Catholic schools.
- The Halton Catholic District School Board authorizes ~~the~~ school administrators and staff members to exercise rights as occupiers under the provisions of the *Trespass to Property Act*.

**REQUIREMENTS**

1. ~~The policy on a~~Access to school premises during the school day and for school authorized activities shall be in accordance with the Education Act sections 242 and 265(m).

## ACCESS TO SCHOOL PREMISES

POLICY No.:	II-35
DATE :	JUNE 19, 2001
AMENDED :	OCTOBER 28, 2003
AMENDED :	APRIL 15, 2008
AMENDED :	APRIL 17, 2012

Any action taken to implement the requirements of this policy, including the application of consequences and/or direction to:

- a. Halton Catholic District School Board students and
- b. ~~or direction to~~ visitors to the school grounds or property

Shall be consistent with the *Education Act* Requirements of Policy II-39 "Progressive Discipline and Safety in Schools" (2008), and the *Trespass to Property Act*.

2. The principal, ~~in conjunction with the support of his/her school staff,~~ is responsible to ensure the implementation and management of this Policy at the school level.
3. Access to school premises during non-school hours shall be governed by the appropriate provisions of this policy and Policy V-1 ~~(Community Use of Schools~~ **Grounds and Community Use of School Facilities**~~).~~
4. The **Halton Catholic District School** Board recognizes that the following persons are permitted to be on school premises:
  - i) A person enrolled as a pupil in the school;
  - ii) A parent or guardian of such a pupil;
  - iii) A person employed or retained by the Board;
  - iv) A person who is otherwise on the premises for a lawful purpose (e.g. delivering mail, voting);
  - v) A person who is invited to attend an event, a class or a meeting on school premises provided the person is on the premises for that purpose; ~~and and~~
  - vi) A person who is invited onto school premises for a particular purpose by the principal, vice-principal or another person authorized by ~~the~~ **Board** policy provided the person is on the premises for that purpose.
5. (a) Persons authorized to be on school premises are not entitled to have access to all areas of the school premises.
- (b) **Upon arrival, A**any person entering the school premises ~~as the first order of business, must shall~~ identify him/herself at the main ~~administration~~ office by signing the school visitor log and attaching the visitor's badge ~~issued by the office staff to a conspicuous, on their his/her person in an~~ appropriate **and visible** location ~~on his/her outer most clothing~~.
6. (a) The **Halton Catholic District School** Board has the right to lock the school premises when ~~the premises they~~ are not being used for a purpose authorized by the Board.
- (b) The **Halton Catholic District School** Board instructs the principal of each school to limit open points of access to only those doors required to provide for the comfort and safety of pupils, staff and visitors and the authorized business of the school. All other doors must remain locked to access from outside the buildings.
7. An authorized person, ~~as identified in the Requirements Section 4 (i-vi),~~ is not allowed to remain on or return to the school premises, if, in the judgment of the principal ~~or designate,~~

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ACCESS TO SCHOOL PREMISES

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POLICY No.:	II-35
DATE :	JUNE 19, 2001
AMENDED :	OCTOBER 28, 2003
AMENDED :	APRIL 15, 2008
AMENDED :	APRIL 17, 2012

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his/her presence is considered detrimental to the safety or well-being of any person on the premises.

~~8. The principal, vice-principal or designate shall exercise the rights of the Board as an occupier under the provisions of the Trespass to Property Act, the Education Act, section 265(m), the Safe Schools Act section 305 (4 and 5) and Ontario Regulation 474/00 section 3 with respect to an individual determined to be in non-compliance with provisions of this policy.~~

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: .....  
Chair of the Board\_\_\_\_\_

**ACTION REPORT**

**ITEM 3.7**

**POLICY II-11 DAILY TEACHER PLANS**

**PURPOSE:**

To provide for the consideration of the Policy Committee revisions made to *Policy II-11 Daily Teacher Plans* as recommended by staff.

**COMMENTARY:**

One of the policies identified by the Policy Working Group as requiring review and revision is *Policy II-11 Daily Teacher Plans*. Staff reviewed the Policy Working Committee's recommendations and have brought forth the proposed amendments to this policy, as appropriate.

**Recommendation:**

**Resolution:**

Moved by:  
Seconded by:

**Resolved**, that the Policy Committee recommends that *Policy II-11 Daily Teacher Plans*, be forwarded to the May 17, 2016 Regular Board Meeting for approval.

**REPORT PREPARED BY:**

C. CIPRIANO  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



## PURPOSE

It is the policy of the Halton Catholic District School Board (HCDSB) to outline the expectation for educators to establish daily teaching plans to be consistent with the Education Act, Regulations of the province of Ontario and all other directives by the province of Ontario.

## APPLICATION AND SCOPE

This policy applies to all HCDSB educators.

## REFERENCES

- Education Statutes and Regulations of Ontario

## REQUIREMENTS

1. A teacher shall, in addition to the duties assigned to the teacher under the Education Act and by the board, a teacher shall, prepare for use in the teacher's class or classes such teaching plans and outlines as required by the principal and the appropriate supervisory office and submit the plans and outlines to the principal or the appropriate supervisory officer, as the case may be, on request.

Such teaching plans, records and outlines shall be available in the classroom during the course of each school day during the school year.

2. In addition to his/her duties under the *Education Act* and the *Ontario Regulations*, the principal shall supervise the classroom instruction in his/her school and shall advise and assist teachers in the performance of their teaching duties which include the development and maintenance of the teachers' teaching plans, records, and outlines as required by board policy.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:**

Chair of the Board

## DISCUSSION REPORT

## ITEM 4.1

**POLICY I-14 SMOKING BAN****PURPOSE:**

To provide an opportunity for discussion on the proposed amendment to *Policy I-14 Smoking Ban*.

**COMMENTARY:**

The Ministry of Health and Long-Term Care has made recent updates and amendments to *Making Healthier Choices Act, 2015*, *Smoke-Free Ontario Act (SFOA)* and the *Electronic Cigarettes Act (ECA), 2015*, regulating the sale, use, display and promotion of cigarettes and e-cigarettes.

On January 1, 2016, provisions in the ECA Act, 2015 came into force, which prohibit the sale or supply of e-cigarettes to persons who are less than 19 years of age. The ministry is considering further regulatory amendments that would strengthen smoking and e-cigarette laws as well as the use of medical marijuana in public places. To that end they have solicited feedback from all types of organizations and individuals in the province, including school boards to strengthen Ontario's smoking and e-cigarette (vaping laws).

Policy I-14, Smoking Ban, currently does not reflect these most up to date changes in legislation and requires amendments to address e-cigarette (vaping) and medical marijuana on all of its premises.

**Recommendation:****Resolution:***Moved by:**Seconded by:*

**Resolved,** that the Policy Committee recommends that Policy I-14 Smoking Ban, be forwarded to the May 17, 2016 Regular Board Meeting for approval.

**REPORT PREPARED BY:**

C. CIPRIANO  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**PURPOSE**

To ensure compliance to the *Smoke-Free Act*, *Making Healthier Choices Act*, and *Electronic Cigarettes Act* ~~May 31 2006~~. The intent of ~~the each~~ Act is to provide a complete ban on smoking, vaping (e-cigarettes) and medical marijuana in the workplace and on property owned by the employer.

**APPLICATION AND SCOPE**

This policy applies to all employees of the Halton Catholic District School Board and all guests or visitors to any of the Board buildings, facilities or Board-owned property.

**REFERENCES**

- Smoke-Free Act
- Making Healthier Choices Act
- Electronic Cigarettes Act

**PRINCIPLES**

The Halton Catholic District School Board acknowledges that there is sufficient medical evidence to support significant health risks as a result of smoking and for non-smokers who are exposed to 'second-hand' smoke.

Further, recognizing that such health risks promote cardiovascular and respiratory diseases at an increased rate of incidence, and that second-hand smoke is an irritant to non-smokers who are also exposed to an increased risk of respiratory diseases and lung cancer, the Halton Catholic District School Board endorses a smoke-free environment for all employees.

A smoking ban is also endorsed by the Board's Health and Safety and Wellness programmes.

**REQUIREMENTS**

The Act stipulates several obligations on employers, which include the following:

- ensuring that no person smoke in an enclosed workplace;
- giving notice to all employees that smoking is prohibited in the enclosed workplace;
- posting prescribed signs prohibiting smoking in designated locations throughout the enclosed workplace;

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****SMOKING BAN****Operating Policy:****I-14****Date: March 31, 1987****Amended: July 30, 1991****Amended: September 5, 2006**

- ensuring that no ashtrays or similar equipment remain in the enclosed workplace (except for a vehicle with a manufacturer-installed ashtray);
- ensuring that a person who smokes in the enclosed workplace does not remain in the enclosed workplace;
- to provide reasonable and precautionary safeguards to students, staff, visitors and all employees from exposure to medical marijuana smoke.

The regulations also state that smoking, -vaping (e-cigarettes) and medical marijuana is prohibited within a nine-meter radius of any entrance or exit of a Board-owned or operated property or facility. Signs indicating “*The Halton Catholic District School Board is a Non-Smoking Facility*” will be posed at all entrance doors of all Board buildings as soon as possible in order to assist in the implementation of the Acts.

Employers face significant consequences from the Ministry of Health and/or the Ministry of Education if the Acts is-are breached.

APPROVED: Regular Meeting of the Board

~~DISTRIBUTION: Board Members, Administration, Principals & Staff~~

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

## DISCUSSION REPORT

## ITEM 4.2

### **POLICY II-24 HOME-TO-SCHOOL STUDENT TRANSPORTATION PROPOSED MINOR AMENDMENT – LATE BUSES**

#### **PURPOSE:**

To bring forward a proposed minor amendment to existing Policy II-24 Home-to-School Student Transportation.

#### **BACKGROUND:**

On April 28, 2016, the Halton Student Transportation Services (HSTS) advised staff through a formal letter (attached as Appendix A) of growing safety concerns surrounding the provision of 'late bus' services to rural students who attend regional schools and participate in extra-curricular activities. There are currently a total of 24 students at the Halton Catholic District School Board (HCDSB) that utilize this service, and 8 from the Halton District School Board (HDSB). The annual cost to provide this transportation is \$45,000 in total.

Currently, students utilizing 'late bus' services are picked up at 5:00 pm and dropped off at the concession corner that is closest to their home, and are required to walk along major concession roads to reach their home. During winter months, these areas can be very dark with low visibility and/or impeded with adverse weather conditions.

HSTS believes this to be a safety concern for students and a potential liability to the board. To reduce safety risks, the Board would be required to drop students off at their homes, requiring HSTS to contract one (1) to two (2) additional buses (if not more) doubling the costs for 'late bus' services to \$90,000 a year between both boards.

Furthermore, given that only two (2) schools are granted this opportunity for 'late bus' services, there is an inherent inequity in the policy, which provides no opportunity for rural students attending other secondary schools in the Board.

#### **CONCLUSION:**

Based on the recommendation of HSTS, staff agree that 'late bus' services should no longer be provided to ensure student safety, reduce board liability, costs in transportation, and increase efficiency and equity in the delivery of transportation services. This would require that **item 16 of the requirements section be removed from Policy II-24 – Home-To-School Student Transportation**, which reads as follows:

- " 16. HSTS, in consultation with the appropriate Superintendent of Education, may provide late bus runs, as required for secondary school students who attend a regional secondary school, that include Bishop P.F. Reding and Christ the King Catholic Secondary Schools."

Based on scheduled review and backed by HSTS recommendations, staff intends to undergo a full review of Policy II-24 Home-To-School Student Transportation in May 2017 to undertake housekeeping amendments to remove redundancies between HCDSB policies and HSTS procedures.

The policy could be enhanced by focusing primarily on transportation eligibility factors. HSTS operating procedures adequately prescribe how eligibility factors within the HCDSB policy framework are measured. Note, that these future amendment would not change eligibility of students in any form.

Staff will bring forward to the June 14, 2016, Policy Committee Meeting an action item recommending to approve the minor amendment.

**REPORT PREPARED BY:** F. THIBEAULT  
ADMINISTRATOR, PLANNING SERVICES

**REPORT SUBMITTED BY:** P. McMAHON  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

**REPORT APPROVED BY:** P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**HOME-TO-SCHOOL  
STUDENT TRANSPORTATION**

## OPERATING POLICY

**II-24**

DATE: JANUARY 31, 1995  
 AMENDED: SEPTEMBER 6, 2005  
 AMENDED: NOVEMBER 1, 2005  
 AMENDED: APRIL 15, 2008  
 AMENDED: FEBRUARY 17, 2009  
 AMENDED: FEBRUARY 18, 2014  
 AMENDED: MAY 6, 2014  
 SCHEDULED FOR REVIEW: MAY 2017

**PURPOSE**

To support and regulate the efficient provision of transportation services to eligible students of this Board.

**APPLICATION & SCOPE**

This policy applies to all schools within the jurisdiction of the Halton Catholic District School Board and to all eligible students served by Halton Student Transportation Services (HSTS).

**PRINCIPLES**

- The Halton Catholic District School Board recognizes that there are conditions which warrant provision of transportation services for certain students;
- The Board understands that parents share in the responsibility for the safety and welfare of their children;
- The Board recognizes that transportation services that are provided for eligible students are by virtue rather than a right;
- The Board provides transportation services in the most safe, cost-effective and economically feasible manner as possible; and as such, the Board's transportation services are provided by a consortium (HSTS) consisting of the two (2) coterminous English Boards servicing Halton Region;
- The Board recognizes that it may be necessary to alter transportation services as a result of safety concerns, or in order to accommodate the validated needs of students and/or their parent(s)/Guardian(s) because of their identification with a ground or grounds under the Ontario Human Rights Code.

**REQUIREMENTS**

1. Transportation services may be provided for registered Halton Catholic District School Board pupils, residing within the Region of Halton based on the following:
  - distance from home to the designated school;
  - traffic or safety hazards;
  - for validated physical, emotional, and/or developmental reasons require transportation;

**HOME-TO-SCHOOL  
STUDENT TRANSPORTATION**

## OPERATING POLICY

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DATE: JANUARY 31, 1995  
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2. The following distances determine eligibility for home to school to school:

Grade	Distance
Junior Kindergarten to Grade 8	- more than 1.6 km
Grade 9 to 12	- more than 3.2 km

3. Transportation services for elementary students enrolled in the French Immersion program may be provided subject to the requirements as set out in item 1 and then item 2 and the Operating Procedures of HSTS.
4. Eligibility for transportation not based on distance and as identified in Item 1, shall be determined by HSTS.
5. Transportation services being provided that are not based on the criteria identified in item 1, shall be defined as policy exceptions. HSTS will review transportation policy exceptions annually. Recommendations on the continuance of such exceptions will be presented to the Board for approval by the end of March. A letter will be sent to those affected by any and all exceptions annually, explaining that the exception is granted for one year from September to June of the following year and is subject to annual review.
6. Students, who receive permission from the appropriate school Superintendent to attend a school other than their designated school of attendance, are responsible for providing their own transportation and are not eligible for transportation services.
7. Transportation may be made available for students residing within the minimum distance required for transportation eligibility, subject to the "Courtesy Seats HS-1-004 Procedure" identified in the HSTS Operating Procedures.
8. All students are accountable to the Principal of their school once they board a school bus going to or returning from school and while on school trips (Policy II-19 – Field Trips). 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 (2008).
9. Parents are responsible for the behaviour and safety of their children prior to their pick-up and after leaving the bus at the end of the day as outlined in the HSTS Operating Procedures.
10. Transportation privileges may be withdrawn at any time if student responsibilities outlined in the HSTS Operating Procedures are not met. Notice of the withdrawal of bus privileges is outlined in Operating Procedures.
11. Students may be required to transfer buses at designated transfer locations at the discretion of HSTS.
12. Transportation may be made available for students who are under the supervision of a day care/caregiver, provided bus routes have been established and the day care centre and/or caregiver's residence is within the designated area eligible for transportation, subject to the "Courtesy Seats HS-01-004 Procedure" identified in the HSTS Operating Procedures.
13. For the safety of all transported students, school buses will not enter into subdivisions deemed hazardous by HSTS due to construction (new housing) and/or road construction.



**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****HOME-TO-SCHOOL  
STUDENT TRANSPORTATION****OPERATING POLICY****II-24**

DATE: JANUARY 31, 1995  
AMENDED: SEPTEMBER 6, 2005  
AMENDED: NOVEMBER 1, 2005  
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SCHEDULED FOR REVIEW: MAY 2017

14. Buses will not travel into Courts or Cul de Sacs unless directed by HSTS.

15. In order to facilitate the optimization of the transportation system and ensure the efficient use of school transportation vehicles, HSTS shall establish school start and dismissal times.

~~16. HSTS, in consultation with the appropriate Superintendent of Education, may provide late bus runs, as required for secondary school students who attend a regional secondary school, that include Bishop P.F. Reding and Christ the King Catholic Secondary Schools.~~

17:16. In accordance with Regulation 195/05, the Board prohibits transportation of all students under eight (8) years of age, by volunteer drivers, Board staff or Transportation Companies in taxis and mini-vans, unless a properly installed and secured booster seat is used in accordance with the HSTS Operating Procedures.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

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



## Serving the Halton Community

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To: HSTS Operations Committee

From: Karen Lacroix

Date: April 28, 2016

Re: Late Buses

The Halton Catholic District School Board and the Halton District School Board, through Halton Student Transportation Services, currently provide 'late bus' service to rural students who attend Bishop Reding CSS, Christ the King CSS and Dr. Frank Hayden SS. The annual cost to provide these late buses is \$45,000 (\$15,000. for each bus). The ridership varies nightly but on average there are nine (9) students from Bishop Reding CSS and fifteen (15) from Christ the King CSS and eight (8) from Dr. F. Hayden SS. It should be noted that these students also have a seat reserved on their assigned afternoon bus as most evenings they go home at regular time.

The service that has been provided over the years has not changed, the buses travel along the major north/south arterial roads and drop students off at the concession corner that is closest to their home. I am very concerned for the safety of the students and the potential liability to the Boards/Consortium. The students are picked up at 5:00 p.m. and in the winter it's getting dark at that time. The students are dropped off at a corner and may have to walk along a rural concession, in many instances unlit, to get home.

If the boards were to provide a service whereby the students were dropped off at home, (which would certainly be a safer option), it would most likely require us to contract at least one more bus, possibly two. The annual late bus cost would increase to at least \$90,000. and possibly higher should more than one additional bus at each school be required. My greatest concern however relates specifically to student safety and the potential liability to the Board/Consortium.

HSTS is not provided with a list of riders each day and if an accident were to occur we would have no idea who was on the bus as the riders potentially change daily. In addition, the HSTS office is not staffed when the late bus is running so there would be no one in our office available to deal with the accident and most likely, there would not be anyone at the school to assist either.

It should be noted that there are other secondary schools that have rural catchment areas that are not provided with late bus service. This is one of those 'historical' type services that just runs year after year however I do feel quite strongly that at a minimum the service delivery should be reviewed in the context of safety, efficiency and equity.

## POLICY COMMITTEE MEETING DATES FOR 2016-2017

**PURPOSE:**

To provide an opportunity for discussion on the 2016-2017 Policy Committee Meeting Dates.

**REPORT PREPARED BY:**

C. CIPRIANO  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## Policy Committee Meeting Dates 2016-2017

<b>September</b>	Tuesday, September 13, 2016
<b>October</b>	Tuesday, October 11, 2016
<b>November</b>	Tuesday, November 8, 2016
<b>December</b>	Tuesday, December 13, 2016
<b>January</b>	Tuesday, January 10, 2016
<b>February</b>	Tuesday, February 14, 2016
<b>March</b>	<b>Suggested date Tuesday, March 28, 2016</b>
<b>April</b>	<b><i>HOLY WEEK</i></b>
<b>May</b>	Tuesday, May 9, 2016
<b>June</b>	Tuesday, June 13, 2016

DISCUSSION REPORT

ITEM 4.4

## ***Policy III-17 Attendance Support Program Policy***

### **PURPOSE:**

To provide for the consideration of the Policy Committee the Attendance Support Program Policy III-17.

### **BACKGROUND:**

Human Resources has had a long standing practice of monitoring employee absences. In 1996 an Administrative Procedure was established to formalize the expectations for absence reporting.

When the Board introduced the Automated Attendance System, information was sent to all employees on how to use the system to report absences and obtain coverage during their absences. Staff found the automated system much more effective in providing accurate ongoing records for employee attendance.

The continued growth of the Board presented staff with challenges in Attendance Management. In October 2009, the Attendance Support Program was expanded. It clearly spells out the procedure and its' parameters. This information was distributed to all union groups and employees and is posted on StaffNet. It has checks and balances in place to ensure that we support the culture of inclusion and our commitment to meeting the needs of individuals while adhering to the legislation requirements under the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*, with respect to employment accommodation and successful return to work.

The current Attendance Support Procedure has also been successfully upheld by arbitrators when challenged by unions through the grievance process.

The Regional Internal Audit Committee conducted an audit of Attendance Management Support in 2011-2012 as part of the Regional Internal Audit Plan. The Regional Internal Audit Committee's recommendations were presented as information to the Board at the November 20, 2012 Board Meeting. One of the findings was that there was no overarching policy statement for the Attendance Management Program to oversee the related procedures on Attendance Support Program, Claims Management, Wellness & Employee Assistance Program.

In addition, the committee recommended that the policy should be reviewed by the Administrative Council and/or Policy Committee, approved by the Board of Trustees, and made available publicly and internally, by posting it on the School Board's website and StaffNet. This policy would demonstrate the School Board's continuous commitment to monitor and provide support to employees on attendance management.

Attendance Support fosters an environment that encourages support of employees and promoting a healthy work environment thus improving and sustaining the quality of services through consistent and regular attendance at work.

To assist and facilitate the early return of staff, Human Resources Staff hired an Attendance Management Officer in September 2013. As has been our long standing practice, Attendance Management Statistics are presented to the Board and we continue to work with Departments within our Board to continue to closely monitor and address any individual attendance concerns.

The policy was presented with approval at First Reading at the May 12, 2015 Policy Committee Meeting and was released for stakeholder consultation from May 20, 2015 to June 10, 2015 (inclusive). Staff received four submissions of input from stakeholders and are attached for your review as Appendix 'A'.

On September 8, 2015, the draft policy was brought to the Policy Committee where it was approved. It was presented at the September 15, 2015 Board meeting at Second Reading but was defeated. It was requested to be reviewed again by Trustees at the March Policy Committee meeting where Trustees expressed a desire to embed language from the current Administrative Procedure into the Policy.

Staff have reviewed this request and have consulted the Board's legal counsel on the possible implications and restrictions to Management flexibility to respond to the ever changing legal landscape when it comes to Attendance Support issues.

Based on the opinion of the Board's legal counsel and a further review by Senior Staff, a revised Attendance Support Policy is attached as Appendix 'B' for Trustees' consideration.

The policy is provided once again to the Policy Committee, with a recommendation that it be forwarded to the Board of Trustees for Second and Third Reading

**REPORT PREPARED  
& SUBMITTED BY:**

JOE O'HARA  
EXECUTIVE OFFICER, HUMAN RESOURCES SERVICES

C. CIPRIANO  
SUPERINTENDENT OF EDUCATION

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



## RESPONSE TO BOARD POLICY

### Policy III-17 Attendance Support Program

Name of Responding Group: Halton Secondary OECTA – Keith Boyd

#### COMMENTS/RESPONSE:

- Name should be changed to Attendance Management as teaching staff views this as punitive NOT supportive
- PURPOSE “creating and maintaining a healthy work environment...” How does bullying teachers with letters of notice which forces them to come to work while sick CREATE and MAINTAIN a healthy work environment”?
- PURPOSE – “designed to assist employees” The program isn’t designed to ‘assist’ it is designed to reduce absenteeism through aggressive measures like threatening follow-up letters.
- PRINCIPALS – “creating a work environment...that is sensitive to the needs....of individual employees”. Employees feel ‘bullied’ into improved attendance. This is not ‘sensitive to their needs’.

Please forward response by *Wednesday, June 10<sup>th</sup>, 2015* to:

**Paula Dawson**  
**Director of Education**  
*Halton Catholic District School Board*  
*802 Drury Lane, Burlington, ON L7R 4L3*  
**PHONE: (905) 632-6314, extension 127**  
**FAX: (905) 333-4661**  
**or e-mail to [brockn@hcdsb.org](mailto:brockn@hcdsb.org)**



## **RESPONSE TO BOARD POLICY**

### **Policy III-17 Attendance Support Program**

Name of Responding Group: OECTA Halton Elementary

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#### **COMMENTS/RESPONSE:**

Thank you for providing the Halton Elementary Unit, the opportunity to respond to this board policy.

We would request this statement be added to Principles:

**The Attendance Support Program will comply with all aspects of the Ontario Human Rights Code.**

Please forward response by **Wednesday, June 10<sup>th</sup>, 2015** to:

**Paula Dawson**  
**Director of Education**  
Halton Catholic District School Board  
802 Drury Lane, Burlington, ON L7R 4L3  
**PHONE: (905) 632-6314, extension 127**  
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## **RESPONSE TO BOARD POLICY**

### **Policy III-17 Attendance Support Program**

Name of Responding Group: Notre Dame Principal – C. MacDonald

#### **COMMENTS/RESPONSE:**

Need to identify the use acronyms. While I am familiar with CUPE and OECTA, the APSSP is one I had to email someone to clarify what group it was. That said, I would still suggest we write out what each acronym stands for.

Please forward response by *Wednesday, June 10<sup>th</sup>, 2015* to:

**Paula Dawson**  
**Director of Education**  
*Halton Catholic District School Board*  
*802 Drury Lane, Burlington, ON L7R 4L3*  
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**or e-mail to [brockn@hcdsb.org](mailto:brockn@hcdsb.org)**

Hello Natalie,

CUPE Local 5200 has had difficulties accessing the proposed policy and the response form. Although we recognise that we are past the respond by date of June 10, 2015, we are hoping that you will understand our delay and forward our response to the appropriate parties.

CUPE Local 5200 is concerned with the ambiguity of the policy as it is proposed. We are not understanding the necessity of a policy being created when there is already a Human Resources Procedure, HR-09-01, in place. We are concerned that the current procedure is not mentioned in the proposed policy. It is not clearly explained whether the intention of this policy is to recognize the existing procedure which is in place and has been communicated to both unions and employees alike, or if this proposed policy will allow for the alteration of the current procedure without consultation from the unions or accountability to the Trustees. As it is currently written, this policy does not have any accountability or direction for Human Resources Services to the Trustees for steps or procedures of an attendance support program and simply put allows, carte blanche, for the creation and implementation of a program with no further communication to the Trustees.

It is the suggestion of CUPE Local 5200 that this Policy should be changed to include the actual program prior to being given approval by the Trustees.

Thank you,

Tracey Newman

CUPE Local 5200 - President

Cell. (905) 749 - 2373

*"A riot is the language of the unheard." ~ Dr. Martin Luther King Jr.*

**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 Principles.

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.

All employees contribute to the Board's Mission and Vision Statements and their regular attendance at work is required to maintain the quality of programs and services, to students, staff and the community, as well as ensuring a fair distribution of work amongst colleagues.

**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.

It is also the duty of all supervisory personnel to monitor the attendance of their staff. This includes holding coaching and counselling meetings regarding attendance when there is a concern about an employee's lack of regular attendance. It is also the duty of all supervisors within the Board to report to Human Resources Services any individual absence or attendance pattern that, in their opinion, warrants further investigation.

The Human Resources Services department will monitor attendance and report attendance statistics to the Board on a regular basis.

The details of this program are outlined in the Board Human Resources Services Administrative Procedure – "Attendance Support Program" (HR-09-01).

DISTRIBUTION : Board Members, Administration, Principals and Staff

AUTHORIZED BY : .....  
Chair of the Board

## **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 31<sup>st</sup> or March 31<sup>st</sup>.
- 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.
- Assessments will be recorded in accordance with the Ministry of Education.

## **REQUIREMENTS**

### **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.

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

- 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 Administrative Council

**AUTHORIZED BY:** \_\_\_\_\_  
Director of Education and Secretary of the Board

# APPENDICES

## Prior Learning Assessment and Recognition (PLAR) Challenge Process

### What is Prior Learning Assessment and Recognition (PLAR)?

Prior Learning Assessment and Recognition is a formal evaluation and accreditation process. Students may obtain credits towards their Ontario Secondary School Diploma (OSSD) for knowledge and skills that they have acquired outside of secondary school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. The student may “challenge” a specific course for credit or may obtain credits through the “equivalency” process if they have credentials from schools outside Ontario.

### Am I Eligible To Challenge A Course For Credit?

Secondary school students in Grades 10 - 12 who are enrolled in a regular day school program in an Ontario secondary school may challenge a course for credit.

### What Courses May I Challenge For Credit?

Students may challenge for credit only Grade 10, 11 or 12 courses taught in the Halton Catholic District School Board, which are developed from a provincial policy document.

### How Many Courses May I Challenge For Credit?

Students may earn no more than four (4) credits through the challenge process, including a maximum of two (2) credits in any one discipline (subject area).

### What Courses *Cannot* be challenged in PLAR?

- A course in any subject if a credit has already been granted in a later grade in that subject will not be granted.
- A course for which credit has already been granted or for which there is significant overlap (e.g., a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)
- A transfer course
- A locally developed course
- A cooperative education course
- A course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one (1) or more credits in English from the curriculum policy documents for English for Grades 9 - 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 - 12/OACs under OSIS
- A course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS

**\*\***a music credit granted by conservatory of music may not be used to meet a compulsory credit in the arts or in Group 2 OSSD requirements**\*\***

### What documents/evidence may be required as per ministry curriculum expectations.

The required evidence will be communicated to you by the Principal during an intake meeting:

- letter(s) of recommendation from teacher(s) familiar with the course expectations
- letter(s) of recommendation from member(s) of the community
- a portfolio of relevant work
- proof of successful relevant experience in a supervised setting
- proof of independent learning in a relevant area
- electronic file with samples of relevant work
- proof of relevant prior learning from another educational jurisdiction (certificates, etc.)
- proof of successful completion of courses identified as prerequisites for this course (transcript)

*\* The PLAR package must be completed and submitted to your principal before October 31<sup>st</sup> and March 31<sup>st</sup>. You will be required to meet with the principal/guidance counsellor upon submitting your PLAR package.*

### Is Parental Permission Necessary To Apply For The Challenge Process?

Students under the age of eighteen (18) need parental approval before applying to challenge a course for credit.

### What is the process if I am a Mature Student?

Please contact Thomas Merton Catholic Secondary School 905-849-7555 [www.haltonalc.com](http://www.haltonalc.com) for further information.



### **Additional Challenge Information**

#### **Appeal Procedure**

In cases where there is a disagreement with the decision of the Principal about whether a student should challenge for a credit, the parent of a student who is not an adult may ask the Family of Schools Supervisory Officer to review the matter.

#### **Repeating the Challenge**

A student may submit an application for challenge for a specific course for a second time if the student can provide reasonable evidence of additional student experience.

#### **Assessment and Evaluation**

Assessment and Evaluation strategies will be based on curriculum expectations and achievement charts in the Ontario curriculum policy. They will include formal tests and other assessment strategies.

#### **Withdrawal Policy**

A student may withdraw from the challenge process prior to the final formal test without a notation on the student's Ontario Student Transcript (OST). Once students have entered the "final formal test" stage of the challenge process, and choose to withdraw, a mark will be entered on the Ontario Student Transcript (Grade 11 and 12) and on the Cumulative Tracking Form (Grade 10 - 12).

#### **Final Mark**

The student's final percentage grade will be recorded on the Students Ontario Student Transcript in the same way as achievement in other courses.

For more information and to download the PLAR application please visit the Board website Programs tab at [www.hcdsb.org](http://www.hcdsb.org)

### **How Do I Get Started?**

The first step is to approach your Guidance Counsellor/school Administrator to discuss the PLAR process and obtain an application. You will be given more detailed information on making a formal application to challenge for credit. You will receive information on what documentation is required, how your application will be processed, how your assessment will be conducted, how your results will be reported, appeal procedures, withdrawal policy and contact information. You will be required to meet with a Principal / Guidance and other staff upon submission of your package.



# PLAR

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## Prior Learning Assessment and Recognition

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## Prior Learning Assessment and Recognition (PLAR) PACKAGE Information Sheet

**The following components of the PLAR package must be completed and submitted to your principal before October 31<sup>st</sup> and March 31<sup>st</sup>. You will be required to meet with the principal/guidance counsellor upon submitting your PLAR package.**

### **1. PLAR CHALLENGE APPLICATION FORM**

This form must be completed and signed. All credits granted through the PLAR challenge process represent the same expectations and standard of achievement as credits to students who have taken the courses.

### **2. ONTARIO STUDENT TRANSCRIPT**

Your Ontario Student Transcript (OST) may be obtained by contacting your secondary school guidance office. A copy of your most recent OST must be included in the PLAR package that you submit.

The Ontario Student Transcript provides an official record of the Ontario secondary school credit courses successfully completed by the student. The OST includes:

- All grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- All grade 11 and 12 courses completed or attempted by the student with percentage grades obtained and credits earned;
- Identification of compulsory credits, including credits that are substitutions for compulsory courses identified by the Ministry of Education as diploma requirements.

### **3. KNOWLEDGE AND SKILLS PROFILE**

The Knowledge and Skills Profile provides evidence of prior learning. It also provides evidence about the appropriateness of the PLAR challenge.

#### **The Profile consists of:**

- a) **Reference(s)** – There may be up to 2 reference letters submitted. These may be from a teacher or instructor who has worked with a student in an area related to the course being challenged. The reference(s) must be submitted on the form titled “Knowledge and Skills Profile: Reference”.
- b) **Evidence of Relevant Learning** – There may be up to 2 descriptions of “programs, courses or experiences” that provide evidence of successful learning that support an application for a PLAR challenge, submitted. These descriptions must be submitted on the form titled “Knowledge And Skills Profile: Evidence of Relevant Learning”.

c) **Samples** – Where appropriate, there may be one or two samples of original work that provides evidence of successful learning that support an application for a PLAR challenge. This may be useful in order to highlight the appropriateness of the challenge in an area not demonstrated in either the Reference(s) or the Evidence of Relevant Learning forms. These samples, where applicable, may be submitted with the completed form titled “Knowledge And Skills Profile: Sample Products”.

### **Information:**

- The PLAR challenge will include:
  - o Formal tests with a balance between written work and practical demonstration that is appropriate for the subject/discipline - 70%
- Other assessments which may include written assignments, demonstrations/performances, laboratory work, quizzes and observation of the student – 30%
- Assessment is based on the expectations outlined in current Ministry of Education curriculum documents
- Only 4 credits may be granted through the challenge process – no more than 2 per discipline
- All information will be recorded in your Ontario Student Record (OSR) if the challenged course is a grade 11 or 12 course and the final phase of the assessment has begun. This includes passing mark, failing mark and withdrawal from the process. Only passing marks are listed for grade 10 challenges.

### **INDIVIDUAL EDUCATION PLAN (I.E.P.)**

**\*\*Where applicable, provide a copy of your most recent I.E.P**

An I.E.P. will be available where an individual has been identified by an IPRC as an exceptional pupil. An IEP may also be prepared for students with special needs who are receiving special education programs and/or special education services, but who have not been identified as exceptional by an IPRC.

A copy of the I.E.P. should have been provided to the parent/guardian or to the student if they are over 16 from the special education department within the school.

An IEP is a written plan. It is a working document, which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. It also describes the student's progress.

An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate special education programs and services. In developing or reviewing the student's IEP, consideration must be given to any recommendations made by the IPRC concerning special education programs and services that may be particularly appropriate for meeting the student's needs.

Detailed information on the I.E.P. is available at

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/individu.html>

**4. PLAR CHALLENGE FOR CREDIT: CUMULATIVE TRACKING RECORD**

If you have previously attained a credit through the PLAR process, there will be a copy of the PLAR CHALLENGE FOR CREDIT: CUMULATIVE TRACKING RECORD in your OSR. This document may be obtained by contacting your secondary school guidance office. A copy of your most recent Cumulative Tracking Record must be included in the PLAR package that you submit.

The Cumulative Tracking Record provides an official record of the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.

# PLAR CHALLENGE APPLICATION FORM

PLEASE PRINT CLEARLY IN INK.

First Name		Last Name		Student ID (OEN #)	
Address		Apartment/Unit	City		Postal Code
Home Telephone	Grade	School		School Telephone	
School Contact (e.g. Counsellor, Teacher Advisor)			Gender (M/F)	Date of Birth (year / month / day)	

## PLAR Challenge Course Code IMPORTANT

Course Title	Course Type	Course Grade
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Course codes and curriculum expectations are available through the Ministry of Education Website at <http://www.edu.gov.on.ca/> or by speaking with your school's guidance counsellors

- ☐ A student is eligible to challenge courses that have NOT been attempted or completed through previous enrolment.
- ☐ Only courses available in HCDSB, developed from a provincial curriculum policy document may be challenged.

## Required Documentation -Include the following information as a component of the PLAR Challenge Form.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Ontario Student Transcript</b> (most recent)</li> <li><input type="checkbox"/> <b>Knowledge And Skills Profile</b><br/>Reference(s), Evidence of Relevant and Successful Learning,</li> <li><input type="checkbox"/> <b>Individual Education Plan (I.E.P)</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Student Paragraph</b><br/>Written paragraph of 100-200 words.</li> <li><input type="checkbox"/> <b>PLAR Challenge for Credit: Cumulative Tracking Record.</b> (most recent) , if applicable</li> </ul> |
|---|---|

## Signature for PLAR Challenge

I certify that the information given on this form and in any documents attached is correct, complete, and fully discloses all prior PLAR challenges. I hereby acknowledge and confirm my application to the PLAR challenge process and understand that submission of this form to Halton Catholic District School Board is a commitment to the completion of the assessment for the course indicated above. I am aware that passing/failing marks for Grades 11 and 12 courses will appear on my Ontario Student Transcript and withdrawals for Grades 10 to 12 will appear in my Ontario Student Record. I am aware that the PLAR challenge process will include formal tests worth 70% and other types of assessments worth 30% of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 to 12, with no more than two in any one discipline. I have reviewed the curriculum expectations and the descriptions of the levels of achievement for the course indicated above. I understand that a board/school committee will review my application.

<b>Student's Signature</b>	<b>Date</b>	<b>Parent/Guardian's Signature</b>	<b>Date</b>
_____	_____	_____	_____

I acknowledge that the student has discussed their request to challenge for this course with me, and that it is part of their plans for fulfilling their educational goals.

**Principal Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

## OFFICE USE ONLY

Date Received (yyyy/mm/dd)	Submitted:	
	<input type="checkbox"/> Ontario Student Transcript <input type="checkbox"/> I.E.P, if applicable <input type="checkbox"/> Student Paragraph	<input type="checkbox"/> Knowledge and Skills Profile <input type="checkbox"/> PLAR: Cumulative Tracking Record, if applicable <input type="checkbox"/> All Signatures on Form
Is the package complete? Yes/No		Date Challenge Process Completed

# Prior Learning Assessment and Recognition (PLAR)

## Knowledge and Skills Profile: Evidence of Relevant Successful Learning

*Please identify programs, courses or experiences that provide evidence of relevant successful learning that supports your application for a PLAR challenge.*

**Name of Candidate:** \_\_\_\_\_

**Course Challenged:** \_\_\_\_\_

**Evidence 1** (Please attach to this form)

**Title:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Course/Program/Experience)

**Contact Person:** \_\_\_\_\_  
(Instructor/Leader/Reference)

### Rationale:

Briefly describe the knowledge or skills highlighted by this sample of work. Briefly explain how this supports your application for a PLAR challenge.

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Achieving

Believing

Belonging

**Evidence 2** (Please attach to this form)**Title:** \_\_\_\_\_**Date:** \_\_\_\_\_

(Course/Program/Experience)

**Contact Person:** \_\_\_\_\_

(Instructor/Leader/Reference)

**Rationale:**

Briefly describe the knowledge or skills highlighted by this sample of work. Briefly explain how this supports your application for a PLAR challenge.

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Achieving

Believing

Belonging

PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT Cumulative Tracking Record										
SurnameGiven NamesMIN/OENStudent NumberGenderDate of Birth										
School Board/School Authority/Inspected Private School'NumberName of SchoolDate of Entry										
Date (Year/ Month)	School Board/Inspected Private Schools	Course Grade Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization'
<div>* Name of school board/school authority/inspected private school that maintains the student's OSR</div> <div>o Name of school board or inspected private school through which the student earned the credit(s)</div> <div>* Signature of person authorized to maintain the student's OSR</div> <div>/v/o/e: For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools".</div>										

Principal



**PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT**  
**Interim Tracking Record**

<b>Surname</b>		<b>Given Names</b>		<b>MIN/OEN</b>		<b>Student Number</b>		<b>Gender</b>		<b>Date of Birth</b>	
<b>School Board/School Authority/Inspected Private School<sup>i</sup></b>				<b>Number</b>		<b>Name of School</b>			<b>Date of Entry</b>		
<b>Date (Year/Month)</b>	<b>School Board/ Inspected Private School<sup>ii</sup></b>	<b>Course Grade/ Level</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Discipline</b>	<b>Percentage Grade</b>	<b>Credit</b>	<b>Compulsory</b>	<b>Withdrawal</b>	<b>Authorization<sup>iii</sup></b>	

<sup>i</sup> Name of School board/school authority/inspected private school that maintains the students Ontario Student Record (OSR)

<sup>ii</sup> Name of school board of inspected private school through which the student earned the credit(s)

<sup>iii</sup> Signature of principal who granted the credit(s)

*Note:* For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools".

Principal



## Letter of Challenge Assessment Completion

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

Student's name: \_\_\_\_\_

Student OEN: \_\_\_\_\_

Course Code \_\_\_\_\_ Course Title \_\_\_\_\_ Course Type \_\_\_\_\_

Student's Final Percentage Grade \_\_\_\_\_

This is to confirm that you have completed the challenge assessment for the above Course. Your results are recorded on your PLAR Challenge For Credit: Cumulative Tracking Record. If your final percentage grade is 50% or greater you have received a course credit toward your Ontario Secondary School Diploma (OSSD). For grade 10 courses, successful credits are recorded on your Ontario Student Transcript (OST). For grade 11 and 12 courses both successful and unsuccessful results are recorded on your Ontario Student Transcript (OST). Please be reminded that your PLAR Challenge For Credit: Cumulative Tracking Record and OST are kept in your Ontario Student Record (OSR).

Attached for your personal records, is your PLAR Record of Assessment of Challenge for Credit For a Course. This provides you with a breakdown of the evaluation of your challenge assessment.

If your final grade is below 50% you may reapply for a second attempt after a reasonable interval, if you can provide reasonable evidence that you are likely to be successful as a result of additional study and experience.

Please contact our office for an appointment if you have any questions or concerns.

\_\_\_\_\_  
Principal

Principal

PROGRESSIVE DISCIPLINE AND  
SAFETY IN SCHOOLS

## ADMINISTRATIVE PROCEDURE NO.:

VI-44

DATE:	JANUARY 15, 2008
AMENDED:	JUNE 29, 2010
AMENDED:	NOVEMBER 20, 2012
AMENDED:	NOVEMBER 18, 2014
AMENDED:	MAY 10, 2016
SCHEDULED FOR REVIEW:	NOVEMBER 2017

## 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, and the Education Act as amended.

## APPLICATION &amp; 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.

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

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.

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

**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 20<sup>th</sup> 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;
- (c) the steps taken to protect the pupil's safety, including the nature of any disciplinary measures taken in response to the activity; and
- (d) the supports that will be provided for the pupil in response to the harm that resulted for 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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VI-44

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AMENDED:	JUNE 29, 2010
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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).

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- 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.
- 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

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- 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
- 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:

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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 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;

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

**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.



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**\*\*** 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.
- 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.

**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 8B)

**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:
- 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;
  - 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;
  - 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;
  - 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;
  - 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
  - f) 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.

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**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:

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 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.



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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.

**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.

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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 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.

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**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.

**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;

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- 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;
- 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

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- 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.

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)

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**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.

**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 or 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;

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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.

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.

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**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;
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



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- 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.

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

**PROGRESSIVE DISCIPLINE AND  
SAFETY IN SCHOOLS****ADMINISTRATIVE PROCEDURE NO.:****VI-44**

DATE:	JANUARY 15, 2008
AMENDED:	JUNE 29, 2010
AMENDED:	NOVEMBER 20, 2012
AMENDED:	NOVEMBER 18, 2014
AMENDED:	MAY 10, 2016
SCHEDULED FOR REVIEW:	NOVEMBER 2017

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;
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.

PROGRESSIVE DISCIPLINE AND  
SAFETY IN SCHOOLS

## ADMINISTRATIVE PROCEDURE NO.:

VI-44

DATE:	JANUARY 15, 2008
AMENDED:	JUNE 29, 2010
AMENDED:	NOVEMBER 20, 2012
AMENDED:	NOVEMBER 18, 2014
AMENDED:	MAY 10, 2016
SCHEDULED FOR REVIEW:	NOVEMBER 2017

**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).

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 15<sup>th</sup> 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:**

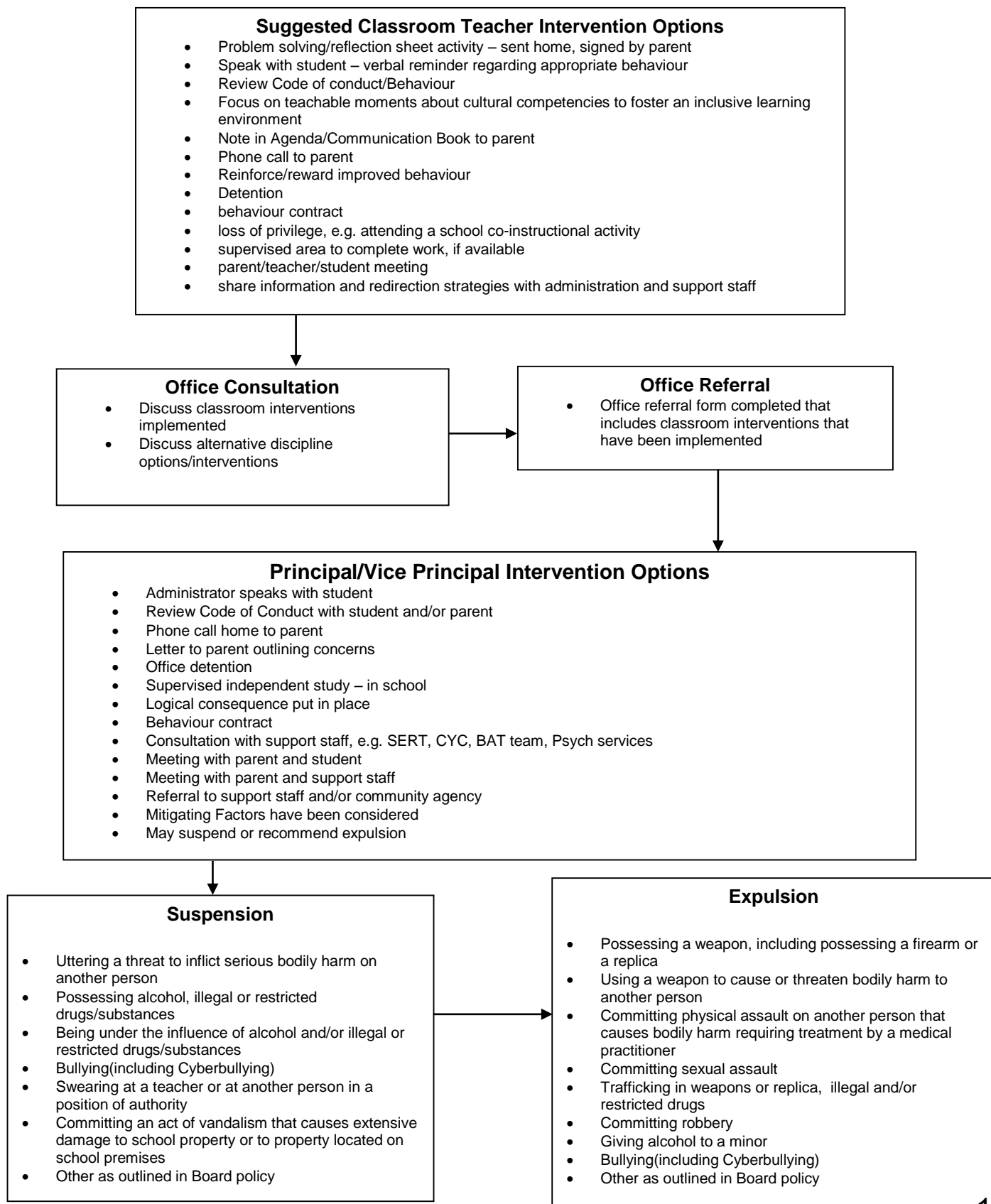
\_\_\_\_\_  
Director of Education and Secretary of the Board

# APPENDICES

## Appendix 1

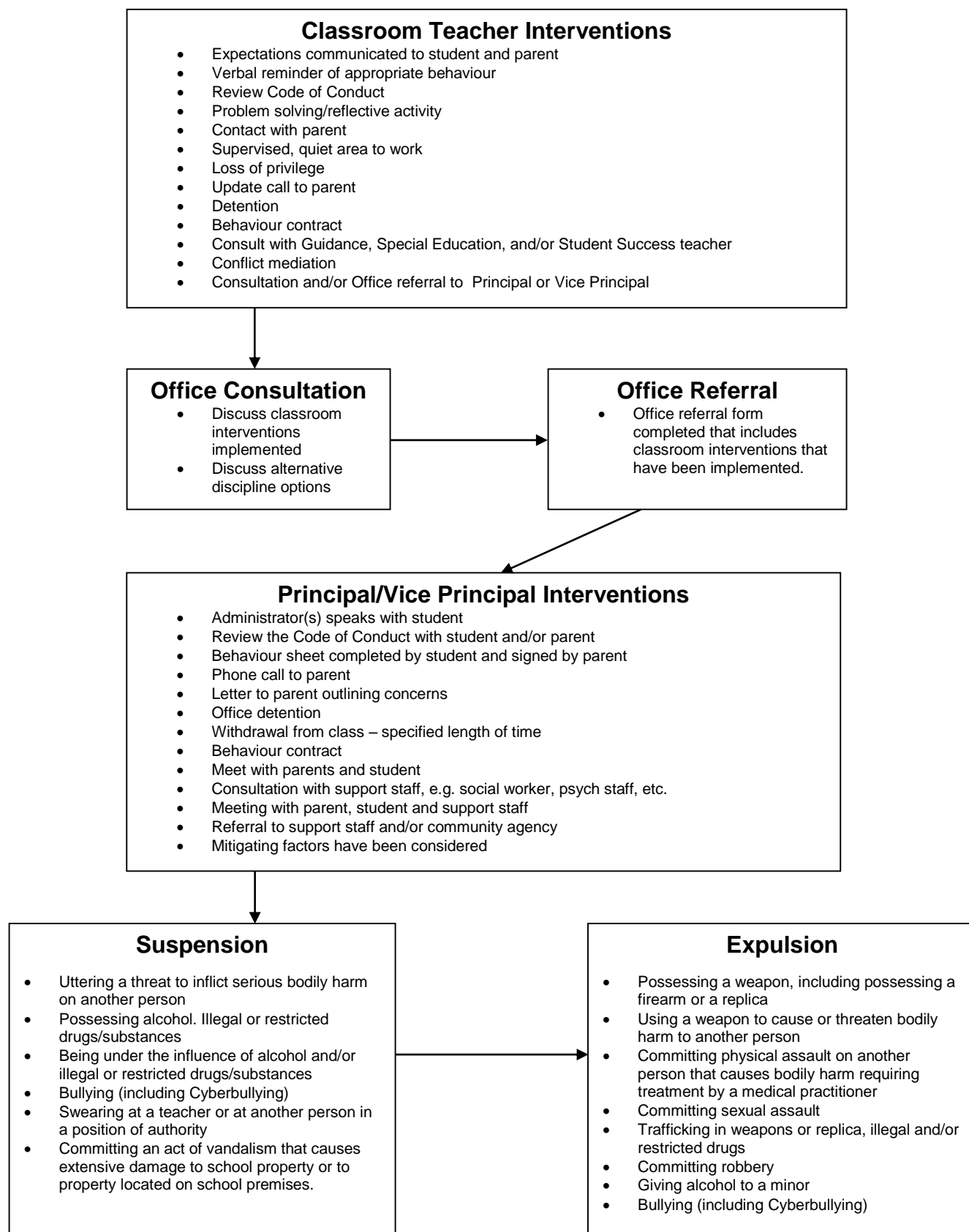
# Elementary Progressive Discipline & School Safety Chart

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

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#### **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**

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**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/guardian refers to a custodial 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 <span style="margin-left: 100px;"><input type="checkbox"/> Student – School Personnel</span>
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  <input type="checkbox"/> Possession of Weapon  <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:**

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

1. Date of Contact (d/m/y)	2. Date of police investigation at school (d/m/y)	3. Name of investigating officer(s):
----------------------------	---	--------------------------------------

1. ☐ Suspension      2. ☐ Expulsion      3. ☐ Other \_\_\_\_\_

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



**NOTES:**

[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			
<b>Total Number of Violent Incidents in your School:</b>			

**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.

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: _____	<b>CONFIDENTIAL</b>
	<b>SAFE SCHOOLS INCIDENT REPORTING FORM – PART I</b>
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><b>Activities for which suspension must be considered under the Education Act</b></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><b>Activities for which expulsion must be considered under the Education Act</b></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><b>5. Report Submitted By:</b> Name: _____ <b>Role in School Community:</b> _____</p> <p>Signature: _____ Date: _____</p> <p><b>Contact Information:</b> Location: _____ Telephone: _____</p>	
<p><b>6. FOR PRINCIPAL'S USE ONLY:</b> Check if incident was a <b>violent incident</b>, as defined in Policy/program Memorandum No. 120.</p> <p><input type="checkbox"/> <b>Violent incident</b></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>	

**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](http://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](http://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

May 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

## 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](http://www.hcdsb.org)

*Revised May 2016*

Achieving Believing Belonging

## **PURPOSE**

To provide a safe workplace and learning environment which governs access to school premises as well as the security of school facilities and their contents.

## **APPLICATION AND SCOPE**

This procedure applies to all persons accessing school premises under the jurisdiction of the Halton Catholic District School Board.

## **REFERENCES**

The Halton Catholic District School Board recognizes that control of access to school premises under its jurisdiction shall be in accordance with the provisions of the:

- Education Statutes and Regulations of Ontario
- Safe Schools Act
- Trespass to Property Act
- Section 93 of the Constitution Act, 1982
- Section 19 of the Ontario Human Rights Code
- Ontario's Equity and Inclusive Education Strategy
- Policy V-1 Use of Schools Grounds and Community Use of School Facilities
- Halton Catholic District School Board School Key Registry Guidelines
- Progressive Discipline and Safety in Schools
- Operating Policy II-35 Access to School Premises

## **PRINCIPLES**

- The Halton Catholic District School Board endorses and promotes Policy II-35 Access to School Premises, which is consistent with the values, traditions and distinctiveness of Catholic schools.
- The Halton Catholic District School Board authorizes school administrators and staff members to exercise rights as occupiers under the provisions of the Trespass to Property Act.

<b>REQUIREMENTS</b>
---------------------

1. The principal is responsible to ensure the implementation and management of Policy II-35 Access to School Premises at the school level.
2. Access to school premises during non-school hours shall be governed by the appropriate provisions of Policy II-35 Access to School Premises and Policy V-1 Use of School-Grounds and Community Use of School Facilities.
3. Elementary school principals shall keep locked all exterior doors to ensure safety of pupils, staff and visitors and the authorized business of the school. Secondary school principals shall open only those doors that are required for the normal conduct of the school, limiting access to unauthorized visitors.
4. The Halton Catholic District School Board recognizes that the following persons are permitted to be on school premises:
  - i) A person enrolled as a pupil in the school;
  - ii) A parent or guardian of such a pupil;
  - iii) A person employed or retained by the Board;
  - iv) A person who is otherwise on the premises for a lawful purpose (e.g. delivering mail, voting);
  - v) A person who is invited to attend an event, a class or a meeting on school premises provided the person is on the premises for that purpose; and
  - vi) A person who is invited onto school premises for a particular purpose by the principal, vice-principal or another person authorized by Board policy provided the person is on the premises for that purpose.
5. Persons authorized to be on school premises are not entitled to have access to all areas of the school premises.
6. An authorized person, is not allowed to remain on or return to the school premises, if, in the judgment of the principal, his/her presence is considered detrimental to the safety or well-being of any person on the premises.
7. Staff will report immediately the loss of an access card and/or school keys.
8. All staff and visitors, shall wear their appropriate identity badges in a manner which exposes these badges to clear view.
9. Teachers shall unlock their own classrooms or teaching areas upon arrival at school and shall lock up upon their departure or when not in use.

10. When teachers leave their classrooms or teaching areas at the end of the day, they shall ensure that all windows are closed and locked and lights are switched off.
11. All mobile computers and audio-visual equipment should be located in, or returned daily, to a securely locked storage area. If possible, it is recommended that rooms with doors and windows exposed to the exterior not be used for storage areas.

### **SCHOOL KEY REGISTRY GUIDELINES**

1. The key registry and any extra keys must be kept in a secure and safe location (i.e. key cabinet). Facility Management Services is to be advised of the location of the key registry and any extra keys.
2. The key registry should be reviewed at least twice per year: at the beginning of the school year and at the end of the school year.
3. Every time a key is issued or returned, the key registry must be completed.
4. All keys are to be returned to the principal at the end of each school year. All school keys, except exterior and master keys, will be held at the school. Any discrepancies are to be reported to the Facility Management Services.
5. The principal is responsible for issuing and maintaining control of all keys at the school.
6. School interior master keys shall be held only by the Principal and Vice-Principal(s), Custodial Staff and School Secretary. No other staff member should have a master key.
7. Facility Management Services will be responsible for issuing keys to the Custodial staff.
8. Exterior door keys shall be issued by Facility Management Services only to the following staff members:
  - Senior Staff
  - Principal
  - Vice-Principal(s)
  - Custodial Staff
9. The Principal shall advise staff that keys are not to be duplicated under any circumstances. Facility Management Services will provide exterior and master keys upon written request from the principal. Key request forms are provided with the key registry for this purpose. Additional forms may be obtained from Facility Management Services.

**School:**

**Principal:**

## **SCHOOL KEY REGISTRY**

<b>ROOM NAME</b>	<b>ROOM #</b>	<b>KEY #</b>	<b>KEY ISSUED TO (PLEASE PRINT)</b>	<b>ISSUE DATE</b>	<b>SIGNATURE</b>	<b>RETURN DATE</b>	<b>SIGNATURE</b>

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:** \_\_\_\_\_  
Chair of the Board

## **POLICY COMMITTEE MEETING**

**Date:** Tuesday, June 14, 2016  
**Time:** 7:00 pm  
**Location:** Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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**1. Opening Prayer**

**2. Approvals**

- 2.1 Approval of Agenda
- 2.2 Approval of Minutes of the May 10, 2016 Policy Committee Meeting

**3. Action Items**

- 3.1 Policy III-17 Attendance Support Program (J. O'Hara)
- 3.2 Policy I-14 Smoking Ban (C. Cipriano)
- 3.3 Policy II-24 Home to School Student Transportation (F. Thibeault)
- 3.4 Policy II-37 Volunteers in Catholic Schools (C. Cipriano)
- 3.5 Policy V-04 School Fundraising Activities (R. Negoj/J. Chanthavong)

**4. Discussion Items**

- 4.1 Policy I-31 Apparel Purchases and Fair Labour Practices

**5. Information Items**

- 5.1 Administrative Procedure VI-57 Fees for Learning Materials, Program, Curricular and Co-Curricular Activities and School Fundraising Activities
- 5.2 Administrative Procedure VI-59 School Fundraising Activities
- 5.3 Draft upcoming September Policy Committee Meeting Agenda

**6. Miscellaneous Information**

**7. In Camera**



8. **Motion to Excuse Absent Committee Members**
9. **Motion to Adjourn/ Closing Prayer**

**NEXT POLICY COMMITTEE MEETING – SEPTEMBER 13, 2016**

DRAFT