

**POLICY COMMITTEE MEETING**  
**REVISED AGENDA**

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

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8. **In Camera**
  - 8.1 Approval of In Camera Minutes of the May 10, 2016 Policy Committee Meeting
9. **New Business**
10. **Motion to Excuse Absent Committee Members**
11. **Motion to Adjourn/ Closing Prayer**

## MINUTES OF THE POLICY COMMITTEE MEETING

Tuesday, May 10, 2016

7:00 p.m.

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

Members Present: J. M. Rowe  
A. Iantomasi  
H. Karabela  
P. Marai  
J. Michael  
S. Trites

Regrets: A. Danko  
D. Rabenda  
A. Quinn

Staff Present: P. Dawson, Director of Education  
C. Cipriano, Superintendent of Education  
A. Swinden, Administrator, Strategic Communications  
T. Pinelli, Superintendent of Education  
B. Browne, Superintendent of Education  
T. Overholt, Superintendent of Education  
L. Naar, Superintendent of Education  
J. O'Hara, Executive Officer, Human Resources  
F. Thibeault, Administrator, Planning Services, Planning & Assessment Services  
A. Jones, Manager of Educational Assistants  
O. Foese, Chief of Psychological Services  
J. Riesberry, Principal, St. Bernadette  
V. Chininea, Vice Principal St. Bernadette

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 J. Michael.

### 2. **APPROVALS**

#### 2.1 **Agenda**

The agenda was approved as submitted.

The following motion was presented:

**#P49/16**

*Moved by: S. Trites*

*Seconded by: A. Iantomasi*

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

**CARRIED**

#### 2.2 **Approval of Minutes**

The minutes of the April 12, 2016 Policy Committee Meeting were reviewed.

The following motion was presented:

**#P50/16**

Moved by: M. Rowe

Seconded by: J. Michael

**RECOMMENDED**, that the minutes of the Policy Committee Meeting held on April 12, 2016 be approved, as submitted. **CARRIED**

### 3. ACTION ITEMS

#### 3.1 Policy II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students Second and third reading (T. Pinelli)

T. Pinelli provided an overview of Policy II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students. She noted that this policy was first presented and approved 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. The changes include information provided from stakeholder input. Brief discussion followed regarding requirements.

**#P51/16**

Moved by: J. Michael

Seconded by: A. Iantomasi

**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 as presented at Second and Third Reading. **CARRIED**

#### 3.2 Policy II-39 Progressive Discipline (T. Pinelli)

T. Pinelli provided background on Policy II-39 Progressive Discipline. She stated the policy and procedure have been rewritten in collaboration with legal counsel Keel Cottrelle. The revisions made are in accordance with the *Education Act* and the *Human Rights Code*.

Brief discussion took place regarding how Policy II-39 Progressive Discipline is addressed in schools to ensure students are aware of the policy and consequences. P. Dawson stated principals go over code of conduct with students during assemblies. T. Pinelli noted that the communication and sharing with parents is the critical piece, and if the student agendas will be eliminated there will have to be several ways to communicate this to parents and students.

Trustee H. Karabela inquired about changes made on page 3 under “requirements”, she wanted clarification on how legal counsel defined “homophobia and “gender based violence”. T. Pinelli responded to Trustee Karabela’s concern stating that the language must be incorporated in Policy II-39 Progressive Discipline.

The following was put before the Policy Committee:

**#P52/16**

Moved by: A. Iantomasi

Seconded by: M. Rowe

**Resolved**, that the Policy Committee recommends that Policy II-39 Progressive Discipline be forwarded to the May 17 2016 Regular Board Meeting for approval as presented. **CARRIED**

#### 3.3 Policy II-12 Corporal Punishment – first reading (B. Browne)

B. Browne spoke to Policy II-12 Corporal Punishment, noting the term “corporal punishment” is no longer used in education in any way and the re-naming of this policy to “Management of Aggressive Student



Behaviour within our Schools” reflects current and best practices. He noted that currently the Halton Catholic District School Board employs five trainers who are qualified and accredited to provide training to intervene safely and effectively in order to keep all staff and students safe, and to maintain the dignity of all students.

B. Browne stated that all Educational Assistants at Halton Catholic District School Board have been trained. He introduced A. Jones Manager of Educational Assistants, and noted that A. Jones is a safe management trainer and was involved in reworking this policy. B. Browne explained that Policy II-12 Corporal Punishment had outdated language, and since the Halton Catholic District School Board 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.

Brief discussion ensued regarding what is done for the children in the classroom who witness such behaviour.

The following motion was put before the Policy Committee:

**#P53/16**

*Moved by: A. Iantomasi*

*Seconded by: J. Michael*

**Resolved**, that the Policy Committee recommends that Policy II-12 Corporal Punishment be forwarded to the May 17, 2016 Regular Board Meeting for approval as presented. **CARRIED**

#### 3.4 **Policy II-2 Educational Assistants (B. Browne)**

B. Browne presented the minor revisions brought forth which are in alignment with the collective agreement and reflect the Halton Catholic District School Boards current and best practices. He noted that the only change is the title from “Supervisor” of Educational Assistants to “Manager”.

Brief discussion ensued regarding assisting students in a spiritual way.

The following motion was put before the Policy Committee:

**#P54/16**

*Moved by: H. Karabela*

*Seconded by: J. Michael*

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

**CARRIED**

#### 3.5 **Policy I-33 Classroom Observations by External Third Party Professionals (B. Browne)**

B. Browne presented Policy I-33 Classroom Observations by External Third Party Professionals and welcomed O. Foese, Chief of Psychological Services. He noted the following changes are suggested: an updated list of professionals; specification of the required documentation; language to reflect custody arrangements; and revision of timelines to reflect realistic expectations for reports.

Question was asked on how frequent classroom observations by external third party professionals occur. B. Browne responded, noting it does not happen often, but it is not uncommon.

The following motion was put before the Policy Committee:

**#P55/16**

Moved by: S. Trites

Seconded by: A. Iantomasi

**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 as presented. **CARRIED**

### 3.6 Policy II-35 Access to School Premises (C. Cipriano)

C. Cipriano presented Policy II-35 which was reviewed by the Policy Working Group. He noted the suggested changes included minor revisions and updates to the current language. It was requested by Trustee Marai that “Trustees” be included as persons who are permitted to be on school premises.

The following motion was put before the Policy Committee:

**#P56/16**

Moved by: M. Rowe

Seconded by: S. Trites

**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 as presented. **CARRIED**

### 3.7 Policy II-11 Daily Teacher Plans (C. Cipriano)

C. Cipriano presented Policy II-11 Daily Teacher Plans which was reviewed by the Policy Working Group and stated the suggested changes are a reflection of the *Education Act*. He welcomed J. Riesberry and V. Chininea who are members of the Policy Working Group.

The following motion was put before the Policy Committee:

**#P57/16**

Moved by: H. Karabela

Seconded by: S. Trites

**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 as presented. **CARRIED**

## 4. DISCUSSION ITEMS

### 4.1 Policy I-14 Smoking Ban (C. Cipriano)

C. Cipriano presented the revised Policy I-14 Smoking Ban, which includes the most up to date changes in legislation with respect to e-cigarettes and medical marijuana. He noted that the Ministry of Health and Long Term Care has made recent updates and amendments to the *Making Healthier Choices Act*, *Smoke-Free Ontario Act*, and the *Electronic Cigarettes Act*. The suggested changes reflect the updates and amendments to these Acts. C. Cipriano explained that there will be further changes and amendments made to these Acts in the future, and the Halton Catholic District School Board will make those same changes when they occur.

Brief discussion took place regarding the definition of smoking.

### 4.2 Policy II-24 Home to School Student Transportation (F. Thibeault)

F. Thibeault provided an overview of the revised Policy II-24 Home to School Student Transportation, and noted the minor amendment includes removing bullet 16 from page 3. He noted the Halton Student Transportation Services advised staff of growing safety concerns surrounding the provision of “late bus” services to rural students who attend regional schools (Bishop Reding Secondary School and Christ the

King Secondary School) and participate in extra-curricular activities. Currently students using this service are dropped off at the concession corner that is closest to their home. During winter months, these areas can be very dark with low visibility and safety is a concern.

Discussion ensued regarding inequity within the policy, and other action plans that the board is looking into for students and parents. It was decided Policy II-24 Home to School Student Transportation should return to the Policy Committee for further discussion and review.

**4.3 Draft Policy Committee Meeting dates for 2016-2017 (C. Cipriano)**

C. Cipriano presented the draft Policy Committee Meeting dates for 2016-2017, and noted that for the next calendar school year the policy meeting dates land during March break and Holy week. In order not to lose two months of the Policy Committee Meetings, he suggested a new date **March 28, 2017**.

**4.4 Policy III-17 Attendance Support Program (J. O'Hara)**

J. O'Hara provided history on Policy III-17 Attendance Support Program. He noted human resources has had a long standing practice of monitoring employee attendance. In 2009 the Attendance Support Program was expanded and is in accordance with legislation requirements under the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*. He further explained that in 2011-2012 The Regional Internal Audit Committee conducted an audit of Attendance Management Support and recommended that there should be an overarching policy statement for the Attendance Management Program that the procedure would be tied to. J. O'Hara also stated that in 2013 the Board hired an Attendance Management Officer to assist and facilitate the program.

J. O'Hara noted the Policy III-17 Attendance Support Program was presented and approved at first reading in May 2015 at the Policy Committee Meeting. Later in September 2015 the policy was defeated at second reading.

Discussion ensued regarding the suggested changes made to Policy III-17 Attendance Support Program and stakeholder comments received in 2015.

**5. INFORMATION ITEMS**

**5.1 Administrative Procedure VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students**

The Administrative Procedure was presented as information.

**5.2 Administrative Procedure VI-44 Progressive Discipline and Safety in Schools (T. Pinelli)**

The Administrative Procedure was presented as information.

**5.3 Administrative Procedure VI-30 Access to School Premises (C. Cipriano)**

The Administrative Procedure was presented as information.

**5.4 Draft upcoming June Policy Committee Meeting Agenda**

The draft agenda was presented as information.

**6. MISCELLANEOUS INFORMATION**

**7. CORRESPONDENCE**

**8. IN CAMERA**

9. **NEW BUSINESS**10. **MOTION TO EXCUSE COMMITTEE MEMBERS****#P58/16***Moved by: S. Trites**Seconded by: H. Karabela****RECOMMENDED***, that Trustee Danko, Rabenda and Quinn be excused.***CARRIED***11. **MOTION TO ADJOURN****#P59/16***Moved by: S. Trites**Seconded by: H. Karabela****RECOMMENDED***, that the meeting adjourn.***CARRIED***

The meeting closed with a prayer led by P. Marai at 8:38 p.m.

**ACTION REPORT**

**ITEM 3.1**

**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*.

As per the May 17, 2016 Regular Board Meeting, Policy II-39 Progressive Discipline has been referred back to the Policy Committee for further discussion.

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 June 21, 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: MAY 10, 2016
**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**

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AMENDED: NOVEMBER 20, 2012

AMENDED: JANUARY 20, 2015

**AMENDED: MAY 10, 2016**

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

*Respect, Civility and Responsible Citizenship*

All members of the school community must:

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

*Safety*

All members of the school community must not:

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

**REQUIREMENTS**



**PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS**  
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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 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.



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- 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.
- 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.

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**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:**

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.

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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.

**SUSPENSION:**

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

**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: **MAY 10, 2016**

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.

**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:**

**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: MAY 10, 2016

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

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

1. Possessing a weapon, including possessing a firearm or a replica;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or replica, illegal or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. Bullying, if,
  - i. the pupil has previously been suspended for engaging in bullying, and/or
  - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
  - iii. Any activity listed in subsection 306 (i) that is motivated by age, bias, colour, gender expression, gender identity, mental or physical disability, language, national or ethnic origin, prejudice or hate based on race, religion, sex, sexual orientation, or any other similar factors;

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

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

**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: MAY 10, 2016
**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.

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:**

**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: MAY 10, 2016

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 3.2

**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.

Appendix A II-12 Stakeholder comments is attached and has been reviewed. The following changes have been made to Policy II-12:

- Policy language changed to use of corporal punishment in any form by persons, including, but not limited to, supervisors, teachers, parent or guardian is prohibited.
- Staff outside of the role of Educational Assistant may also be trained with the approval of the school Principal and Board Special Education staff.
- Policy language in the requirements section will include: Principals will complete all other necessary documents related to the incident
-



## 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 June 21, 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



## Stakeholder Comments

### Policy II-12 Management of Aggressive Student Behaviour Within Our Schools

**From: Judy Anderson**

**Date: 20/05/2016 12:13 AM**

Thank you for the opportunity to offer feedback.

Re 'Requirements' section - I am wondering about the distinction that is provided here re 'the Board and Principals'. Why is there a need to have Principals mentioned here separately from the Board? I would think we would be considered to be part of the Board. I have not noticed this distinction in other policies so curious about rationale. Thanks for the opportunity to participate.

**From: Alice Anne LeMay**

**Date: 18/05/2016 3:05 PM**

#### PRINCIPLES

Last paragraph. Corporal punishment in any form by TEACHERS. This should also include any supervisor, teacher, parent or guardian.

#### REQUIREMENTS

Last sentence there is a word missing.  
Outside EA's — may also BE trained.

Thank you  
Alice Anne LeMay

**From: OECTA, Halton Elementary Unit**

**Date: 08/06/2016 10:08 AM**

The HEU is very concerned that this policy neglects to refer to the Safe Schools Reporting Form 1 or the Safe Schools Reporting Form 2, which are Ministry Forms that Board employees are legally obligated to complete and submit upon responding to incidents/behaviours that could result in suspension and/or expulsion. (Form 1 from board employees to school administrators, Form 2 from administrators to board employees, once an investigation re: the corresponding form 1 incident(s) has been completed).

This policy, under definitions refers to the SE17 and the SE17b, which are internal to the Board but does not refer specifically to the SSRF 1 & SSRF 2 which are both trackable by the Ministry. The SSRFs must be highlighted and linked to this policy to ensure accountability and compliance.

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS**

**POLICY No.:** II-12  
**DATE:** August 25, 1987  
**AMENDED:** June 5, 2007  
**AMENDED:** February 2016  
**AMENDED:** May 17, 2016

**PURPOSE**

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

**APPLICATION AND SCOPE**

This policy applies to all individuals of the 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 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 persons, including, but not limited to, supervisors, teachers, parent or guardian is prohibited. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

**DEFINITIONS****Corporal Punishment**

The 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****MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS**

**POLICY No.:** II-12  
**DATE:** August 25, 1987  
**AMENDED:** June 5, 2007  
**AMENDED:** February 2016  
**AMENDED:** May 17, 2016

**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.

**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 completed at the site of the incident and forwarded to the ~~board~~ **Board** 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 the parent of the SE17 incident.

**REQUIREMENTS**

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

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

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS**

**POLICY No.:** II-12  
**DATE:** August 25, 1987  
**AMENDED:** June 5, 2007  
**AMENDED:** February 2016  
**AMENDED:** May 17, 2016

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 be trained with the approval of the school Principal and Board Special Education staff.

Principals will complete all other necessary documents related to the incident.

**REFERENCES**

The policy is in accordance with provisions of the:

- [Education Act, The Safe Schools Act, 2000](#)
- [The mission statement of Halton Catholic School System](#)
- [HCDSB Policy 11-39 Progressive Discipline and Safety in Schools/Code of Conduct](#)
- [HCDSB Policy I-19 Occupational Health and Safety](#)
- [HCDSB Policy III-14 Employee Code of Conduct](#)
- ~~[HCDSB Policy III-5 Employee Code of Conduct](#)~~
- ~~[HCDSB Policy III-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)

**APPROVED:** Regular Meeting of the Board

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

**ACTION REPORT**

**ITEM 3.3**

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

### **PURPOSE:**

To provide to the Board of Trustees for their consideration *Policy III-17 Attendance Support Program* to be approved at *First Reading*.

### **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 with 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 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's recommendations were presented to the Audit Committee at the November 20, 2012 meeting. The Audit Committee Minutes from November 20, 2012 were presented to the Regular Board In-Camera meeting on April 2, 2013 as information. 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.

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. This legal opinion was provided at the May 10, 2016 Policy Committee meeting.

The policy was presented to the Policy Committee on May 10, 2016 as a discussion item, and is now placed before the Policy Committee for approval at first reading.

**RECOMMENDATION:**

**Resolution:**

Moved by:  
Seconded by:

**Resolved,** that the Policy Committee recommend that Board Policy III-17 Attendance Support Program be forwarded to the June 21, 2016 Regular Board Meeting with a recommendation to approve at First Reading.

**REPORT PREPARED  
& SUBMITTED BY:**

J. 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

**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 [the Canadian Union of Public Employees \(CUPE\)](#) Local 2888, 3166, 4605, 5200, 5200 Unit B, [the Ontario English Catholic Teachers' Association \(OECTA\)](#) Elementary and OECTA Secondary, [the Association of Professional Student Services Personnel \(APSSP\)](#) 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.~~

~~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.~~



**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 Governing Values. 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 of employees 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**

- The Halton Catholic District School Board is committed to the overall health and wellness of its staff. This is exemplified by the existence of the Employee Assistance Program ("EAP"), the comprehensive Wellness Program offered by the Board and the existence of local site-based Joint Health and Safety committees.
- It is a required term of employment that employees will attend work on a regular basis and will provide their services in return for the salaries wages and benefits for which they are compensated. Irregular attendance at work has a detrimental effect on the delivery of the services provided by the Board to its students, staff and other members of the school community.
- All employees of the Board are expected to attend to personal matters outside of their working hours, unless the employee has received authorization to be absent to deal with a personal matter, such as a medical/dental appointment or bereavement, where such matter is of overriding importance and cannot be dealt with outside of normal working hours, or unless the matter is an "emergency" which entitles the employee to claim emergency leave under the Employment Standards Act (e.g. sudden family illness or death).
- The Board is committed to differentiating between culpable and non-culpable absenteeism. Culpable absenteeism is defined as absences which are in the control of the employee, whereas non-culpable absences are outside of the control of the employee.

- Culpable absenteeism will be dealt with through the Board's progressive discipline procedure. Attendance support is available for staff members whose absences are beyond the scope of their control which is referred to as *Innocent Absenteeism* or non-culpable absenteeism.
- Attendance Support is intended to differentiate between disability management and attendance management.
- The Halton Catholic District School Board endeavours to ensure that all employees of the Board are aware of, and receive the appropriate support(s) that is available to them, to ensure a healthy workforce.
- The Halton Catholic District School Board requires that its employees properly record and report their absences in accordance with Board policy and their respective collective agreement.
- The Halton Catholic District School Board supports a culture of inclusion and is committed to meeting the needs of individuals within the organization and to adhere to the legislative requirements under the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*, with respect to employment accommodation and successful return to work.

~~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 operational details of this program are outlined in the Board Human Resources Services Administrative Procedure – "Attendance Support Program" (VI-76).

**DISTRIBUTION :** Board Members, Administration, Principals and Staff

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

DRAFT

## ACTION REPORT

## ITEM 3.4

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

To recommend to the Policy Committee that *Policy I-14 Smoking Ban* be forwarded to the Board for approval.

**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.

The revised policy was presented to the Policy Committee at the May 10, 2016 Policy Committee Meeting as discussion, and is now placed before the Policy Committee with the following recommendation:

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

**Resolved**, that the Policy Committee recommends that *Policy I-14 Smoking Ban*, be forwarded to the June 21, 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

**ACTION REPORT**

**ITEM 3.5**

**POLICY V-04 – SCHOOL FUNDRAISING ACTIVITIES**

**PURPOSE:**

To provide for the consideration of the Policy Committee revisions made to *Policy V-04 School Fundraising Activities*.

**COMMENTARY:**

As part of the Board's 3-year review cycle of policies, Board staff conducted a review of *Policy V-04 School Fundraising Activities*. The proposed amendments are minor in nature and are marked in red.

The revised policy is placed before the Policy Committee with the following recommendation:

**Recommendation:**

**Resolution:**

Moved by:

Seconded by:

**Resolved**, that the Policy Committee recommends that Policy V-04 School Fundraising Activities, be forwarded to the June 21, 2016 Regular Board Meeting for approval.

**REPORT PREPARED BY:**

J. CHANTHAVONG  
ACTING BUDGET AND ACCOUNTING MANAGER

R. NEGOI  
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

P. McMAHON  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**SCHOOL FUNDRAISING ACTIVITIES****POLICY No.:****V-4****APPROVED :****SEPTEMBER 27, 1983****AMENDED:****MARCH 26, 1996****AMENDED:****JUNE 24, 1997****AMENDED:****OCTOBER 6, 2009****AMENDED :****SEPTEMBER 18, 2012****PURPOSE**

To provide direction to all board employees regarding fundraising practices.

**APPLICATION AND SCOPE**

This policy applies to all members of the school community and to all trustees and employees of the Board.

**PRINCIPLES**

- The Halton Catholic District School Board (HCDSB) endorses the teaching of values inherent in raising funds for the needs of those less fortunate while maintaining the privacy and dignity of all involved in fundraising initiatives.
- The HCDSB endorses the guiding principles of partnership, cooperation, consultation, transparency and accountability in the enactment of this policy.
- Like all activities that support education, fundraising should reflect the values and expectations of the school community, including those of parents, students, staff, and school board trustees.
- The HCDSB recognizes that fundraising has a designated purpose and that the proceeds be used for the intended purpose.
- The HCDSB recognizes that parents and communities may voluntarily choose to support their schools through fundraising activities.
- The HCDSB recognizes that fundraising has the potential to enhance parent engagement and contribute to a student's educational experience.
- All school fundraising activities are conducted under the guidance of the school principal, in accordance with school board policies and with advice and input from the school community.
- Funds raised through fundraising activities should not be used to replace public funding for education; and should not be used to support items funded through provincial grants.
- The safety of students is a primary consideration in all fundraising activities.



**SCHOOL FUNDRAISING ACTIVITIES****POLICY No.:****V-4****APPROVED :****SEPTEMBER 27, 1983****AMENDED:****MARCH 26, 1996****AMENDED:****JUNE 24, 1997****AMENDED:****OCTOBER 6, 2009****AMENDED :****SEPTEMBER 18, 2012****DEFINITIONS***School Fundraising*

School fundraising is any activity, permitted under this policy, to raise money or other resources, that is approved by the school principal, in consultation with, and upon the advice of the Catholic sSchool eCouncil, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

*Board Fundraising*

Board fundraising is any activity, permitted under this policy, to raise money or other resources, that is approved by the director, in consultation with, and upon the advice of senior staff and trustees, for Halton Catholic Children's Education Foundation.

*School Community*

The school community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

*School-g Generated Funds*

School-g generated funds are funds that are raised and collected in the school or broader community in the name of the school by Catholic sSchool eCouncils or other school or parent administered groups. These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets.

School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs, such as payments to external charities or other third parties.

**REQUIREMENTS**

The Board will maintain consistent fundraising practices by requiring compliance with the practices established in the Fundraising Administrative Procedures VI-59.

The Fundraising Administrative Procedure, approved in Administrative Council, will be maintained by the Secretary of the Board.

All Board staff and trustees will ensure that any fundraising activities are in compliance with the Fundraising Administrative Procedures.

<b>SCHOOL FUNDRAISING ACTIVITIES</b>	<b>POLICY No.:</b>	<b>V-4</b>
	<b>APPROVED :</b>	<b>SEPTEMBER 27, 1983</b>
	<b>AMENDED:</b>	<b>MARCH 26, 1996</b>
	<b>AMENDED:</b>	<b>JUNE 24, 1997</b>
	<b>AMENDED:</b>	<b>OCTOBER 6, 2009</b>
	<b>AMENDED :</b>	<b>SEPTEMBER 18, 2012</b>

The Fundraising Administrative Procedures will be compliant with the Fundraising Guideline as published by the Ministry of Education on May 4<sup>th</sup>, 2012.

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APPROVED: Regular Meeting of the Board

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

**ACTION REPORT**

**ITEM 3.6**

**BOARD BY-LAWS  
2016-2020**

**PURPOSE:**

The Board must review and approve its By-Laws every four years. The last review was undertaken in 2012.

**COMMENTARY**

Article 14.2 of the Board By-Laws states that: *the By-Laws of the Halton Catholic District School Board shall be reviewed every four (4) years by the Board.*

At the March 29<sup>th</sup> 2016 Policy Committee meeting, trustees were invited to submit any suggested changes to the Executive Assistant of the Director for consideration in updating the By-Laws. No proposed changes were received.

The Board's By-Laws were reviewed by the Board's solicitors in order to ensure that they reflect the requirements of the Education Act. Other revisions are housekeeping in nature. The proposed revisions are bolded and highlighted.

**RECOMMENDATION:**

**RESOLUTION:**

Moved by:  
Seconded by:

**RESOLVED**, that the Policy Committee recommends that the Board's By-Laws, as amended, be forwarded to the June 21, 2016 Regular Board Meeting for approval.

**REPORT PREPARED, SUBMITTED AND APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION

**HALTON CATHOLIC DISTRICT SCHOOL BOARD**  
**PROCEDURAL BY-LAWS**  
**JUNE 2016**

<b>1. PREAMBLE</b>		
<b>1.1</b>	<b>Education Act</b>	The provisions of the Education Act, <b>R.S.O. 1990. c. E-2, as amended from time to time</b> , and any relevant <b>related</b> Ontario Regulations take precedence over any By-Laws formulated by the Halton Catholic District School Board; hereafter referred to as the Board.
<b>1.2</b>	<b>Rules and Regulations</b>	The rules and regulations contained in this By-Law shall be observed in all proceedings by the Board and shall be the rules and regulations for the order and dispatch of the business of the Board and its Committees except where statute or legislative regulation otherwise provides.
<b>1.3</b>	<b>Robert's Rules of Order</b>	In any instance or instances not provided in statute or in this By-Law, Board Policies and Regulations or the Education Act, Robert's Rules of Order shall govern insofar as they are applicable.

<b>2. DEFINITIONS</b>		
<b>2.1</b>	The singular includes the plural.	
<b>2.2</b>	<b>ACT</b>	means the Education Act as amended from time to time.
<b>2.3</b>	<b>ACTION REPORT</b>	means a report that requires a resolution by the Board of Trustees.
<b>2.4</b>	<b>AD HOC COMMITTEE</b>	means a committee where Trustees may, from time to time, form working groups to address specific issues which shall report to the Board of Trustees. Membership may include Trustees and staff and other individuals as appropriate. Examples of Ad Hoc Committees include: <ul style="list-style-type: none"> <li>• School Uniform Committee</li> </ul>
<b>2.5</b>	<b>BOARD</b>	means the Halton Catholic District School Board which, in accordance with the ACT, is a Roman Catholic School Board in union with the See of Rome and operates in the Regional Municipality of Halton.
<b>2.6</b>	<b>CHAIR</b>	means Chair of the Board, except where otherwise indicated as meaning chair of any committee or sub-committee of the Board.
<b>2.7</b>	<b>COMMITTEE</b>	means any Statutory, Standing or Ad-Hoc Committee established by the Board.
<b>2.8</b>	<b>CONSENSUS</b>	means Trustees present at the meeting can 'support' or 'live with' a proposed direction or decision, without a formal call for votes.
<b>2.9</b>	<b>CONFLICT OF INTEREST</b>	means a direct or indirect pecuniary interest as defined by the Municipal Conflict of Interest Act <b>R.S.O. 1990. c. M-50</b> as amended from time to time.
<b>2.10</b>	<b>DIRECTOR</b>	means the Director of Education who is Chief Education Officer and Chief Executive Officer of the school system and Secretary of the Board;
<b>2.11</b>	<b>EX OFFICIO</b>	means a member who is permitted to act by virtue of office. The ex-officio member does not vote and is not counted in determining a quorum.
<b>2.12</b>	<b>IN-CAMERA</b>	means a meeting of <b>the Board or</b> of Board Committee from which the public is excluded when the subject-matter under consideration involves matters appropriately addressed In-Camera: <ul style="list-style-type: none"> <li>(i) The security of property of the Board</li> <li>(ii) The disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian;</li> <li>(iii) The acquisition or disposal of a school site;</li> <li>(iv) The acquisition or disposal of property;</li> </ul>

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

<b>2.26</b>	<b>TREASURER</b>	Subsection 170 (1).1 of the Education Act requires that the Board appoint a Treasurer.
<b>2.27</b>	<b>TRUSTEE</b>	means a person elected, acclaimed or appointed to the office of Trustee of the Board pursuant to the provisions of the Municipal Elections Act <b>1996.S.O. 1990. C. 32. Sched., as amended from time to time</b> and the Education Act
<b>2.28</b>	<b>VICE-CHAIR</b>	means the Vice-Chair of the Board, except where otherwise indicated as meaning Vice-Chair of any committee or sub-committee of the Board.
<b>2.29</b>	<b>WORKING STAFF COMMITTEE</b>	means a Committee established at the discretion of the Director which may, from time to time, require the participation of Trustees.
<b>2.30</b>	<b>48 HOURS</b>	means a notice that includes Saturday, Sunday and Statutory holidays.

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

<b>3.6.2</b>	<b>Election Process</b>	<p>The Secretary shall then conduct the election to the office of Chair of the Board, which shall be as follows: All Trustees-elect are eligible to participate.</p> <ul style="list-style-type: none"> <li>(i) The Secretary shall appoint two scrutineers, whose names shall be recorded in the minutes.</li> <li>(ii) Nominations shall be called for the Office of Chair of the Board.</li> <li>(iii) A Student Trustee is ineligible for nomination.</li> <li>(iv) Each nomination shall require a mover and a seconder.</li> <li>(v) Immediately after each nomination, the nominee shall confirm whether he/she wishes to accept or decline the nomination.</li> <li>(vi) After receiving all nominations, the Secretary shall call for nominations three more times, thereafter, the Secretary shall ask for a motion to close nominations.</li> <li>(vii) The Secretary will then ask the nominees, in the same order as they were nominated, if they wish to say a few words. Trustees may ask questions of each candidate.</li> <li>(viii) If more than one nomination is received, an election shall be conducted by secret ballot.</li> <li>(ix) The Secretary and/or designate shall act as election returning officer.</li> <li>(x) The Secretary shall announce the result of the ballot by declaring the name of the member elected and shall not declare the count.</li> <li>(xi) The member receiving a clear majority of the votes cast by all the members shall be declared elected. Should no candidate receive a clear majority of the votes cast, the names of the candidate receiving the smallest number of votes shall be dropped. The Board shall proceed to vote anew and so continue until a Chair is elected.</li> <li>(xii) In the case of an equality of votes at the election of a Chair or Vice-Chair, the candidates shall draw lots to fill the position of Chair or Vice-Chair as the case may be pursuant to Section 208 (8) of the Education Act.</li> <li>(xiii) The Secretary shall announce the result of the ballot by declaring the name of the member elected and shall not declare the count.</li> <li>(xiv) A motion will be requested to destroy the ballots.</li> </ul>
<b>3.6.3</b>	<b>Election of Vice-Chair</b>	The Secretary shall assume the Chair position and shall conduct the elections for the Vice-Chair of the Board in the manner prescribed for the election of the Chair, using the same procedures as set out in clause 3.6.2.
<b>3.6.4</b>	<b>Term of Office</b>	The term of office of the Chair and Vice-Chair positions and municipal appointment shall be for a period of one year, unless as otherwise required by the By-Laws of the Institution, Agency or Province to which the appointments are made.
<b>3.7</b>	<b>ELECTION OF OFFICERS – AT TIMES OTHER THAN THE INAUGURAL MEETING OF THE BOARD</b>	
<b>3.7.1</b>	<b>Election of Chair</b>	At the first meeting in December of each year, <b>and at the first meeting after a vacancy occurs in the office of Chair, the</b> Trustees shall elect one of themselves to be Chair.
<b>3.7.2</b>	<b>Election of Vice-Chair</b>	At the first meeting in December of each year and at the first meeting after a vacancy occurs in the office of Vice-Chair, the Trustees shall elect one of themselves to be Vice-Chair.
<b>3.7.3</b>	<b>Election Process</b>	For the purposes of <del>this subsection 3.7.3</del> , the process outlined in Sections 3.6.2 and 3.6.3 shall apply.

<b>3.8</b>	<b>APPOINTMENT OF TRUSTEES TO BOARD COMMITTEES</b>	
<b>3.8.1</b>	<b>Appointment process</b>	The Chair shall present for Board confirmation, Trustee appointments to all Standing, Statutory and Ad Hoc committees and to municipal agencies; or alternatively, present a date when such appointments shall be made. Such appointments shall be made no later than the next Regular Meeting of the Board.

<b>4.</b>	<b>MEETINGS OF THE BOARD</b>	
<b>4.1</b>	<b>REGULAR BOARD MEETINGS</b>	
<b>4.1.1</b>	<b>Time</b>	The Regular Meetings of the Board shall be held at the Catholic Education Centre at 7:30 p.m.
<b>4.1.2</b>	<b>Day</b>	The Regular Meeting of the Board shall be held on the first and third Tuesday of each month in the Board Room.
<b>4.1.3</b>	<b>Chairing the Meeting</b>	The Chair for each Regular Meeting of the Board will be the Chair of the Board or in the absence of the Chair, by the Vice-Chair of the Board.
<b>4.1.4</b>	<b>Notice</b>	The Secretary shall give each Trustee at least forty-eight (48) hours written notice (including Saturdays, Sundays and legal holidays) of all meetings of the Board. The student Trustees shall receive such notice of the meeting and other meetings as required.
<b>4.1.5</b>	<b>Summer Meetings</b>	There shall be no Regular Meetings scheduled from July 1 <sup>st</sup> to August 31 <sup>st</sup> . During July and August meetings may be held, as needed, at the call of the Chair. The Regular Meeting of the Board, following the summer recess, shall be scheduled for the first Tuesday of September.
<b>4.1.6</b>	<b>Holy Week</b>	The Board, except for emergency, shall not meet during Holy Week. Any meeting scheduled for that week shall be re-scheduled to a date and time by majority vote of members.
<b>4.1.7</b>	<b>Public Attendance</b>	All meetings of the Board shall be open to the public, subject to article 4.3.8.
<b>4.1.8</b>	<b>Adjournment</b>	Meetings of the Board shall adjourn not later than 10:00 p.m., unless two-thirds (2/3) of the members present and voting agree to an extension of time. In any event, the Board shall not conduct its business beyond 10:30 p.m. without the unanimous consent of members' present, save for the item on the table. <b>Unanimous consent is required every half hour thereafter.</b>
<b>4.1.9</b>	<b>Cancellation of Meeting</b>	In the event of inclement weather or emergency; the Chair, in consultation with the Vice-Chair and the Director of Education or delegate may cancel a Regular Meeting of the Board. In the absence of the Chair, the Vice-Chair, in consultation with the Director or delegate may cancel a meeting.
<b>4.1.10</b>	<b>Notice of Cancellation</b>	Notice of cancellation of meeting, determined as provided in section 4.1.9, will be transmitted in the same manner as the notice of meeting. In the event of inclement weather or an emergency, the Director of Education or delegate will notify Trustees by telephone and/or electronically and a notice of cancellation shall be posted at the meeting place.
<b>4.2</b>	<b>SPECIAL BOARD MEETINGS</b>	
<b>4.2.1</b>	<b>Authority to Convene</b>	Special meetings of the Board shall be scheduled on Tuesdays, where feasible and may be called by the Chair or shall be called upon the written request of three (3) members to the Secretary of the Board, specifying the subject(s) for which the meeting is to be held.



<b>4.2.2</b>	<b>Matters to be Considered</b>	The notice of every such Special Meeting shall state the business to be transacted. Notwithstanding any other provisions to the Board's By-Laws, no other business shall be considered except with the unanimous consent of Trustees present.
<b>4.2.3</b>	<b>Notice of Meeting</b>	The Secretary shall notify each member of the Board of any Special Meeting of the Board and distribution of Agenda and background material, where feasible, at least twenty-four (24) hours (excluding Saturdays and Sundays) previous to the time at which such meeting is to take place. <b>In the case of emergencies, the requirement for 24 hours' notice may be waived by the Chair.</b>
<b>4.3</b>	<b>IN-CAMERA MEETINGS</b>	
<b>4.3.1</b>	<b>Time</b>	In-Camera Meetings of the Board shall be held prior to, and when necessary, following the Public Session meeting. In-Camera meetings will commence at 7:00 p.m. and adjourn at 7:30 p.m. in order to allow Public Session to begin on time.
<b>4.3.2</b>	<b>Unfinished Business</b>	Any unfinished business will resume under Item 14 of the Regular Meeting of the Board Agenda.
<b>4.3.3</b>	<b>In-Camera Confidentiality and Fiduciary Obligations</b>	Matters discussed In-Camera are privileged and confidential and Trustees shall maintain their fiduciary obligations. All reports prepared in support of an item on the In-Camera Agenda which is not open to the public shall be received in confidence and the materials and discussion shall be treated as confidential.
<b>4.3.4</b>	<b>Reporting Decisions at Public Session</b>	Information received In-Camera may be reported in public session, except as <del>permitted</del> <b>required</b> to remain in the In-Camera minutes.
<b>4.3.5</b>	<b>In-Camera Matters</b>	Motions adopted or defeated will be recorded in the In-Camera minutes.
<b>4.3.6</b>	<b>Attendance at the In-Camera Meetings</b>	The Director shall attend In-Camera meetings. The Board or the Director may require the presence of Supervisory Officers and may admit other persons to In-Camera meetings. The Supervisory Officers or other such persons shall withdraw at the direction of the Chair or the Director when special circumstances warrant.
<b>4.3.7</b>	<b>Breach of Code of Conduct and/or Fiduciary Obligations</b>	<p>A Trustee who has reasonable grounds to believe that another Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, may bring the alleged breach to the attention of the Board.</p> <p>If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.</p> <p>If the Board determines that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board may impose one or more of the following sanctions:</p> <ul style="list-style-type: none"> <li>(a) Verbal warning by the Chair.</li> <li>(b) A letter of warning.</li> <li>(c) Censure of the Trustee.</li> <li>(d) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.</li> <li>(e) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.</li> </ul>

		<p>A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to the members of the public.</p> <p>In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.</p> <p>In addition to the sanctions above, the Board may declare the office of the Chair and/or Vice-Chair to be vacant effective as of the date of the Board's determination, where the Chair and/or Vice-Chair:</p> <ul style="list-style-type: none"> <li>(a) becomes disqualified as a Trustee;</li> <li>(b) deliberately breaches any relevant legislation or other Ministry of Education requirements;</li> <li>(c) deliberately breaches any Board By-Laws, Policies, General Administrative Procedures or practices; and/or</li> <li>(d) acts in such a manner as to lose the confidence of the Board.</li> </ul> <p>If a Board determines that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.</p> <p>The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.</p> <p>If the Board revokes a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, any sanction imposed by the Board is also revoked.</p> <p>If the Board confirms a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.</p> <p>If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.</p> <p>Despite subsection 207(1) of the <i>Education Act</i> which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, is considered when the breach or alleged breach involves any of the following matters:</p>
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		<p>(a) the security of the property of the Board;</p> <p>(b) the disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian;</p> <p>(c) the acquisition or disposal of a school site;</p> <p>(d) decisions in respect of negotiations with employees of the Board; or</p> <p>(e) litigation affecting the Board.</p> <p>The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:</p> <p>(a) Make a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>(b) Impose a sanction on a Trustee for a breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>(c) Confirm or revoke a determination regarding a Trustee's breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>(d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>A Trustee who is alleged to have breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law shall not vote on any of the resolutions listed above.</p> <p>When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.</p> <p>The <i>Statutory Powers Procedure Act</i> does not apply to any the enforcement provisions under section 218.3 of the <i>Education Act</i>.</p> <p>Nothing in this provision prevents a Trustee's breach of the <i>Municipal Conflict of Interest Act</i> from being dealt with in accordance with that <i>Act</i>.</p>
4.3.8	In-Camera Topics	<p>In accordance with the Act, a meeting of the Board may be closed to the public when the subject matter under consideration involves, the security of the property of the Board;</p> <p>(i) the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or a parent or guardian;</p> <p>(ii) the acquisition or disposal of a school site;</p> <p>(iii) decisions in respect of negotiations with employees of the Board; or</p> <p>(iv) the acquisition or disposal of a school site;</p> <p>(v) decisions in respect of negotiations with employees of the Board;</p> <p>(vi) litigation affecting the Board;</p> <p>(vii) the acquisition or disposal of a school site;</p> <p>(viii) decisions in respect of negotiations with employees of the Board;</p> <p>(ix) litigation affecting the Board, or</p> <p>(x) <b>An ongoing investigation under the Ombudsman Act respecting the Board.</b></p>

<b>4.4</b>	<b>ELECTRONIC MEETINGS (POLICY 1-28)</b>	
<b>4.4.1</b>	<b>Attendance</b>	A Trustee and/or Student Trustee who requests to participate in a meeting of the Board by electronic means and participates by such means in accordance with Board policy for the use of electronic means shall be deemed to be present at the meeting and shall be counted as part of the quorum and shall be entitled to vote on any matter on which he/she is eligible to vote.
<b>4.4.2</b>	<b>Physical Presence</b>	The Chair of the Board or designate, the Director of Education or designate and one other Trustee shall be physically present at all open and In-Camera (closed) sessions of an electronic meeting of the Board in the Board Room or at a site or sites as otherwise determined by the Board.
<b>4.4.3</b>	<b>Vote by Secret Ballot</b>	In cases where a vote for the election of the Chair and Vice-Chair is to be conducted by secret ballot in accordance with the Board's By-Laws, or the requirements of the Education Act or for any other reason, a Trustee who is eligible to vote on the matter, who is present at the meeting by electronic means and who chooses to vote, may at the time votes are being cast, cast his or her vote by means of a private telephone conversation or by e-mail with the scrutineer(s) who shall mark the vote on a paper ballot in the same form and manner as though the ballot had been marked in person by the voter, and the ballot shall then be included with the other ballots to be counted. The ballots cast electronically in this matter are subject to the same obligations of confidentiality on the part of the scrutineer(s) as those cast by voters physically present at the meeting.

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

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

<b>7.</b>	<b>COMMITTEES</b>	
<b>7.1</b>	<b>Committees</b>	Committees will meet as required, at the call of their respective Chairs, and may bring recommendations to the Board of Trustees for approval.
<b>7.2</b>	<b>AD HOC/STANDING COMMITTEES</b>	
<b>7.2.1</b>	<b>Establishment process</b>	An Ad Hoc/Standing Committee may be established with the approval of the majority of the members of the Board for any purpose or need of the Board and will convene as required. Each Ad Hoc/Standing Committee will report directly to the Board. When its mandate is completed, the Ad Hoc Committee will step down.
<b>7.2.2</b>	<b>Committee Composition</b>	Following consultation with Trustees, the Chair shall present for Board confirmation, Trustee appointments to all Standing and Ad Hoc committees.
<b>7.2.3</b>	<b>Election of Chair</b>	Having established the composition of the Ad Hoc/Standing Committee, the Committee, at its first meeting, shall select the Chair of the Committee.
<b>7.2.4</b>	<b>Initial Meeting</b>	An Ad Hoc/Standing Committee shall be first convened within one month of the date of the resolution appointing such committee and thereafter as determined by the Committee.
<b>7.2.5</b>	<b>Terms of Reference</b>	The Terms of Reference, duties/mandate and timelines shall be specifically outlined and approved by the Board following the initial meeting of the Committee.
<b>7.2.6</b>	<b>Existence</b>	Ad Hoc Committees shall exist until the Committee presents its final recommendation to the Board for approval and thereafter dissolved; or at any time upon resolution of the Board; in any event, at the end of the term of office for the Board.  Standing Committees shall exist such time upon resolution of the Board; in any event, at the end of the term of office of the Board.
<b>7.2.7</b>	<b>Non Members</b>	An Ad Hoc Committee may include members who are not members of the Board to deal with matters as assigned to it by the Board.
<b>7.2.8</b>	<b>Right to Speak of Members</b>	All Trustee members of Ad Hoc/Standing Committees shall have the right to speak to the report of the Committee when it is brought to the Board for consideration. Members of the Committee who are not Trustees may be allowed to address the Board at the discretion of the Chair.
<b>7.2.9</b>	<b>Chair – Member of Committees</b>	The Chair or, in the Chair's absence, the Vice-Chair of the Board shall be a member ex officio of Statutory, Ad Hoc or Standing Committees established pursuant to Article 2.11.
<b>7.2.10</b>	<b>Participation of Trustees Non-Members</b>	Any Trustee who is not a member of a committee may take part in the proceedings of the Committee but may not vote or move any motion, nor shall such Trustee be part of any quorum.
<b>7.2.11</b>	<b>Substitute Chair for Committees</b>	When a Committee Chair is unable to attend a meeting of the Board or a meeting of the/a Committee, the Committee Chair shall appoint a member of the Committee to substitute.

<b>7.2.12</b>	<b>Chair</b>	The Chair may serve as Chair of an Ad Hoc or Standing Committee.
<b>7.2.13</b>	<b>Report to the Board</b>	The Committee shall make recommendations only on matters falling within the Committees' Terms of Reference. Committees appointed to report on any matter referred to them by the Board shall report in writing to the Board. A minority of any committee may also report.
<b>7.3</b>	<b>STATUTORY COMMITTEES</b>	
<b>7.3.1</b>		Members of the Board will be appointed to such committees as outlined in the Education Act <b>and the regulations made thereunder.</b>

<b>8.</b>	<b>ROLE AND DUTIES OF THE CHAIR AND VICE-CHAIR OF THE BOARD</b>	
<b>8.1</b>	<b>Role of Chair</b>	In addition to any other duties under the Act, the Chair of a Board shall, <ul style="list-style-type: none"> <li>(a) preside over meetings of the Board;</li> <li>(b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board;</li> <li>(c) establish agendas for Board meetings, in consultation with the Board's Director of Education;</li> <li>(d) ensure that members of the Board have the information needed for informed discussion of the agenda items;</li> <li>(e) convey the decisions of the Board to the Board's Director of Education;</li> <li>(f) provide leadership to the Board in maintaining the Board's focus on the multi-year plan established under section 169.1 of the Act;</li> <li>(g) provide leadership to the Board in maintaining the Board's focus on the Board's mission and vision; and</li> <li>(h) assume such other responsibilities as may be specified by the Board.</li> </ul>
<b>8.2</b>	<b>Absence of Chair</b>	In the absence of the Chair for any meeting, or part thereof, the Vice-Chair shall preside at the meeting and perform all duties appropriate to the Chair.
<b>8.3</b>	<b>Absence of Chair and Vice-Chair</b>	In the case of the absence of both the Chair and the Vice-Chair and where there is a quorum in attendance, the Secretary or designate shall call the meeting to order and a Chair who shall be chosen by the members present shall preside and act during such absence.
<b>8.4</b>	<b>Absence of Chair, Vice-Chair and Secretary to the Board</b>	If the Chair, Vice-Chair and the Secretary are absent for the opening of a meeting and there is a quorum in attendance, the members present shall appoint a Chair and Secretary pro tem.
<b>8.5</b>	<b>Working Staff Committees</b>	When the Director requests a Trustee representative to sit on the Working Staff Committee, the Chair may sit on the Committee or select a designate representative based on interest, availability and existing commitments. The Chair, in consultation with Trustee members, shall ensure an equitable distribution of Trustee membership on committees.
<b>8.6</b>	<b>Official Representative of the Board</b>	The Chair or designate chosen by the Chair from among the other Trustees shall be an official representative of the Board at all public functions.
<b>8.7</b>	<b>Signing Authority and Public Announcements</b>	The Chair shall be an official signing officer of the Board and shall act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board for specific matters. Where the Chair of the Board is making public announcements, he/she shall represent the position of the Board.

<b>8.8</b>	<b>Signing Authority in the Chair's Absence</b>	The Vice-Chair shall be an official signing officer of the Board and shall assume all the responsibilities, privileges and duties of the Chair in the absence or incapacity of the Chair for a period exceeding forty-eight (48) hours.
<b>8.9</b>	<b>Chair - Reporting Absence</b>	The Chair shall notify the Vice-Chair of his or her impending absence or incapacity.
<b>8.10</b>	<b>Death or Resignation of the Chair</b>	In the event of death or resignation of the Chair of the Board during the year, the Vice-Chair shall assume the Chair until the first Regular Meeting of the Board in December following.
<b>8.11</b>	<b>Death or Resignation of Vice-Chair</b>	In the event of the position of Vice-Chair becoming vacant for any reason (death, resignation or assuming the role of the Chair), a new Vice-Chair shall be elected, at the next meeting in accordance with Section 3.6.3.

<b>9.</b>	<b>AGENDA</b>	
<b>9.1</b>	<b>Provision of Draft Agenda to Trustees</b>	A draft Agenda will be sent electronically to each member, seven (7) days prior to the next meeting.
<b>9.2</b>	<b>Provision of Final Agenda – Regular Meetings</b>	For Regular Meetings of the Board, the final Agenda and supporting documentation will be provided to each Trustee and Student Trustee on the Friday preceding the date of the meeting.
<b>9.3</b>	<b>Provision of Final Agenda – Special Board Meeting</b>	The Secretary shall notify each member of the Board of any Special Meeting of the Board and distribution of Agenda and background material, where feasible, at least twenty-four (24) hours in advance of such meeting (excluding Saturdays and Sundays) previous to the time at which such meeting is to take place.
<b>9.4</b>	<b>Posting Agenda</b>	The Board Agenda will be available on the Board's Website on the Friday preceding the Board Meeting.
<b>9.5</b>	<b>Order of Business</b>	<p>The order of Business for Regular meetings of the Board shall be as follows:</p> <ol style="list-style-type: none"> <li>(1) <b>Call to Order</b> <ul style="list-style-type: none"> <li>○ Opening Prayer</li> <li>○ <b>Motions Adopted In-Camera</b></li> <li>○ <b>Information Received In-Camera</b></li> </ul> </li> <li>(2) <b>Approval of Agenda:</b> The Agenda shall be confirmed and may be amended (Refer to By-Laws 9.6 &amp; 9.7)</li> <li>(3) <b>Declarations of Conflict of Interest:</b> The Chair calls for those members present to disclose any conflict of interest on any matter which is to be the subject of consideration at the meeting.</li> <li>(4) <b>Presentations:</b> Of general nature and might recognize outstanding achievements</li> <li>(5) <b>Delegations:</b> Refer to delegations to the Board – By-Law # 12</li> <li>(6) <b>Approval of Minutes:</b> To be considered by Trustees only with reference to the accuracy of the minutes as recorded. Corrections, additions or deletions shall be presented as motions, voted upon and recorded in the new minutes.</li> <li>(7) <b>Business Arising from Previous Meetings:</b> No topic under this item of the Agenda shall be introduced in the same context as the preceding meeting and any matter raised for discussion shall be considered only if further information is available and relative to the situation. Under this item, Trustee or staff may present new information related to business in the minutes and Trustees may question staff relevant to</li> </ol>

		<p>any follow-up action resulting from a decision or matter reported in the minutes.</p> <p>(8) <b>Action Items:</b> Reports presented requiring decision by the Board of Trustees.</p> <p>(9) <b>Staff Reports:</b> Staff reports requiring a decision or presenting information about the system, are presented under this section. The report may be presented as an Action Report at a future Board meeting.</p> <p>(10) <b>Information Reports:</b> Verbal or written reports to the Board that promotes student success and other issues of general nature.</p> <p>(11) <b>Miscellaneous Information:</b> Information of general nature, including notices.</p> <p>(12) <b>Correspondence:</b> All correspondence requiring the collective decision of the Board and which has yet to be decided by the Board shall be tabled for Board consideration and direction. The Board shall provide direction as to how either the Chair or Secretary of the Board shall respond.</p> <p>(13) <b>Open Question Period (ten minutes)</b> – The Chair may recognize a member of the public in attendance at the meeting (refer to By- Law # 12)</p> <p>(14) <b>In-Camera:</b> Unfinished business; only those matters which fall under the Education Act may be discussed.</p> <p>(15) <b>Resolution re Absentees:</b> The Chair shall report in accordance with Section 5.5 of the Board By-Laws.</p> <p>(16) <b>Adjournment/Closing Prayer</b></p>
9.6	<b>Items on the Agenda</b>	<p>Agenda of meetings of the Board shall be prepared by the Chair and Vice-Chair, in consultation with the Secretary. No matter shall be placed on the Agenda of a meeting of the Board unless:</p> <ul style="list-style-type: none"> <li>• It results from the report from a Committee and relates to a matter that has been referred to it by action of the Board;</li> <li>• It is a report from Administration;</li> <li>• It is pursuant to a Notice of Motion made by an individual Trustee under the provisions of section # 9.12;</li> <li>• It is a matter that, in the opinion of the Secretary, requires action by the Board as matter of urgency;</li> <li>• Any Trustee may request that an item, other than an action item, be placed upon the Agenda and the Trustee shall give seven (7) days notice of such proposed Agenda items in writing to the Secretary. The Secretary and the Chair may in their discretion add such proposed Agenda items to the Agenda.</li> </ul>
9.7	<b>Items not included on the Agenda</b>	<p>Items not included on the Agenda at the start of the Board Meeting shall be handled in the following manner:</p> <ul style="list-style-type: none"> <li>• Any item for discussion or information only may be included on the Agenda with the consent of two-thirds of members present and eligible to vote.</li> <li>• Any item requiring action or policy decisions shall only be included on the Agenda with the unanimous consent of the whole Board present and eligible to vote.</li> </ul>
9.8	<b>Segregating Matters of In-Camera Session</b>	<p>The Agenda shall segregate matters to be considered in private sessions and no public disclosure of said private session matters shall be made.</p>



<b>9.9</b>	<b>Agenda for Special Board Meetings</b>	The provisions of Section 9.5 apply, with necessary variations, to Special Meetings of the Board.
<b>9.10</b>	<b>Agenda for Meeting from which the public is excluded</b>	The provisions of Section 9.5 apply, with necessary variations, to the order of business for Meetings of committees that are not open to the public.
<b>9.11</b>	<b>Variation</b>	Variations in the Order of Business prescribed in 9.8, 9.9, 9.10 shall be permitted with the consent of the majority of Trustees as the case may be, who are present and eligible to vote, and such consent shall be ascertained without debate.
<b>9.12</b>	<b>Notice of Motion</b>	<p>A Trustee may place a Notice of Motion, regarding any matter with respect to which the Trustee has a right to vote, upon the Agenda of the next regularly scheduled meeting. Such notice of motion:</p> <ul style="list-style-type: none"> <li>• Shall be made during the Approval of the Agenda and added as an Information Item of a regularly scheduled Board Meeting;</li> <li>• Shall be submitted in writing at the Regular Meeting of the Board and recorded in its minutes for consideration by the Board at its next Regular meeting;</li> <li>• Shall take the form “At the next regular scheduled meeting of the Board I shall move or cause to be moved that....”;</li> <li>• Shall not be subject of any debate or comment at the meeting at which it is introduced;</li> <li>• Shall be accompanied by an explanatory notice prior to the draft Agenda being distributed; and</li> <li>• Shall, after its appearance on the Agenda, be taken as read unless any Trustee requests that it be read in full.</li> </ul>

<b>10.</b>	<b>MOTIONS</b>	
<b>10.1</b>	<b>Moved and Seconded</b>	All motions at meetings must be moved and seconded before being accepted by the Chair. No motion shall be debated or put to a vote unless it has been recorded.
<b>10.2</b>	<b>Authority to Read</b>	Any member may request the motion under discussion to be read at any time in the course of the debate, provided that no such request shall be made so as to interrupt a member speaking to the question.
<b>10.3</b>	<b>Open and Close Debate on Main Motion</b>	The mover of a duly seconded motion will open and close debate on the motion. The mover may open debate for a time limit of five minutes and close debate for a period of up to three minutes. All other members may only speak once to the motion for a period of three minutes. No member shall speak longer than three minutes to a motion without leave of the Chair. This does not prohibit a member from raising a point of privilege, a point of order, or a point of clarification.
<b>10.4</b>	<b>Open and Close Debate on Amendments</b>	The same procedures as in By-law 10.3 will apply to amendments.
<b>10.5</b>	<b>Authority to Speak</b>	Any member desiring to speak shall indicate by up-raised hand and await recognition by the Chair. Speakers may speak when recognized by the Chair, and may not speak to the issue again until all other Trustees who wish to speak have been recognized by the Chair.
<b>10.6</b>	<b>Speakers’ List</b>	It is the responsibility of the Chair to maintain a speakers’ list.
<b>10.7</b>	<b>Code of Conduct</b>	Having been recognized to speak, a member shall respect the Board’s Code of Conduct.

10.8	Interruption	No member shall be interrupted while speaking except to be called to order by a member on a matter of privilege or a point of order. In such case, the member shall remain silent until the point of order has been decided by the Chair. A member so interrupting shall speak to the point of order or in explanation only.																
10.9	Recognition of Motions	When a question is under debate, the following motions shall be recognized in order of precedence: <table><tr><td><b>Motion</b></td><td><b>Conditions</b></td></tr><tr><td>To adjourn</td><td>Not debatable</td></tr><tr><td>Suspend the rules</td><td>Not debatable 2/3 majority</td></tr><tr><td>To lay on the table</td><td>Not debatable</td></tr><tr><td>To postpone to a later time (defer)</td><td></td></tr><tr><td>To refer</td><td></td></tr><tr><td>To amend</td><td></td></tr><tr><td>To postpone indefinitely</td><td></td></tr></table>	<b>Motion</b>	<b>Conditions</b>	To adjourn	Not debatable	Suspend the rules	Not debatable 2/3 majority	To lay on the table	Not debatable	To postpone to a later time (defer)		To refer		To amend		To postpone indefinitely	
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To amend																		
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10.10	Order of Precedence	The following order of precedence may be addressed to the Chair and in so doing interrupt the Trustee on the floor: <table><tr><td><b>Motion</b></td><td><b>Conditions</b></td></tr><tr><td>Question of privilege</td><td>Chair to determine</td></tr><tr><td>Point of order</td><td>Chair to rule</td></tr><tr><td>Appeal ( a decision of Chair)</td><td>Requires a seconder</td></tr><tr><td>Objection to consideration</td><td>Non-debatable, 2/3 required</td></tr></table>	<b>Motion</b>	<b>Conditions</b>	Question of privilege	Chair to determine	Point of order	Chair to rule	Appeal ( a decision of Chair)	Requires a seconder	Objection to consideration	Non-debatable, 2/3 required						
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Objection to consideration	Non-debatable, 2/3 required																	
10.11	Subdivision of Question	When a question under consideration contains two or more distinct propositions, any particular propositions, upon the request of any member, may be considered and voted upon separately.																
10.12	Chair Taking Part in Debate	Should the Chair elect to vacate the Chair to take part in any debate or discussion or for any other reason, the Chair shall call upon the Vice-Chair, or in the Vice-Chair’s absence, one of the Trustees, to assume the duties of the Chair until the Chair resumes it. The Vice-Chair or any Trustee temporarily occupying the Chair, shall discharge all the duties and enjoy all the rights of the Chair during the ensuing proceedings only.																
10.13	Point of Order	When the Chair is called upon to decide a point of order or practice, the Chair shall, before deciding, state the rule applicable to the case, without comment.																
10.14	Order of Questions	All questions shall be put in the order in which they are moved, except the amendments shall be put before the main motion, the last amendment first.																
10.15	To Postpone	A motion to postpone to a certain time or day, takes precedence over motions to committee or refer, to amend and to postpone indefinitely. Only the time to which the motion is postponed can be debated and is amendable (by altering the time).																
10.16	To Refer	A motion to refer to a Standing Committee shall take precedence over a motion to refer to a Special Committee or to Administration.																
10.17	To Amend	After a resolution is moved and seconded, a motion to amend may be made; a motion to amend the amendment may be made. No further motion to amend shall be made until these have been decided																
10.18	To Lay on the Table	A motion to lay on the table is not debatable; and issued for the purpose of allowing the Board or Committee to deal with some other matter at the same meeting prior to dealing with the matter temporarily laid on the table. A matter laid on the table may be dealt with at the same meeting																

		or at a subsequent meeting.
<b>10.19</b>	<b>To Withdraw</b>	After a motion is read by the Chair, it shall be deemed to be in possession of the Board. A motion may, by consensus, be withdrawn for the purpose of obtaining further relevant information and/or background to be included when this will serve to clarify the motion.
<b>10.20</b>	<b>To Reconsider</b>	The Board may set aside a vote taken on a motion in order to re-examine its action if a motion to reconsider is made at the same meeting as the original vote. A Trustee who voted with the prevailing side must present the motion to reconsider. The motion to reconsider will require an affirmative vote of the majority of the members present and eligible to vote. The reconsideration may occur at the same meeting.
<b>10.21</b>	<b>To Postpone Indefinitely</b>	A motion to <b>postpone indefinitely is to</b> remove the main motion from the assembly's consideration for the session without a direct vote on it. It is debatable.
<b>10.22</b>	<b>Motion Lost</b>	A motion if lost, shall not again be entertained at the same meeting.
<b>10.23</b>	<b>To Rescind</b>	The Board may annul an action it has taken at a previous meeting by a motion to rescind the objectionable resolution, order or other proceeding; and this motion will require an affirmative vote of two-thirds (2/3) of the members present who are eligible to vote on the matter to pass. A motion to rescind any former action of the Board may be made by any member, provided that a written notice of intention to move the rescission shall have been given at a previous meeting of the Board. Once a motion to rescind has been decided in the negative, no further motion to rescind shall be entertained for the next twelve months without the unanimous consent of all Trustees present and eligible to vote on the matter. <b>A motion to rescind is not in order if the previous resolution has been acted upon and cannot be reversed.</b>
<b>10.24</b>	<b>Receipt of Reports</b>	To 'receive' means that the Board receives a report or document without denoting agreement or disagreement.
<b>10.25</b>	<b>To Adjourn</b>	A motion to adjourn shall be in order except when a Trustee is speaking, or a vote is taken. A motion to adjourn shall not be open to amendment or debate, but a motion to adjourn to a certain time may be amended and debated.  After a motion to adjourn has been defeated, no second motion to the same effect shall be made until after some intermediate proceedings shall have been made.
<b>10.26</b>	<b>Recording of all Motions</b>	All motions, carried and defeated, must be recorded in the minutes.

<b>11.</b>	<b>VOTING</b>	
<b>11.1</b>	<b>Voting</b>	Every Trustee present, excluding those that have declared an interest as required by the Municipal Conflict of Interest Act, may vote on all questions on which the Trustee is entitled to vote. Although it is desirable that a Trustee should record a vote in each case, the Chair has no power to compel a vote.
<b>11.2</b>	<b>Right to Vote</b>	Only Trustees present or deemed to be present at the meeting when a vote is taken shall have the right to vote.

<b>11.3</b>	<b>Recounting Votes</b>	When a vote takes place on any motion, the votes of the Trustees may be recounted at the request of a Trustee. A Trustee may, by request, have an item or items within any report, voted on separately.
<b>11.4</b>	<b>Affirmative Vote Required</b>	Except as otherwise provided in these By-laws, an affirmative vote shall require a majority of the votes of the Trustees who do vote (abstentions count as a non-vote).
<b>11.5</b>	<b>Minimum Number</b>	Any matter, on which there are fewer than two Trustees eligible to vote at a Committee meeting, shall stand referred to the Board.
<b>11.6</b>	<b>Methods of Voting</b>	<p>Although the method requested by any person eligible to vote should be used to the extent practicable, the particular method of voting to be used to dispose of any matter shall be governed by the following rules:</p> <ul style="list-style-type: none"> <li>• By general (or unanimous) consent, in which the Chair exercising discretion, states that the motion will be adopted in the absence of objection;</li> <li>• By show of hands, in which each person eligible to vote raises their hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted;</li> <li>• For recorded vote, each person eligible to vote stands in place in response to the requests of the Chair for the votes in the affirmative and in the negative, as the case may be, until the Chair has called the name of each person as voting, respectively, in the affirmative, or in the negative.</li> <li>• All final motions under “Action Items” of Regular/Special Board Meetings as well as Regular/Special Board In-Camera Meetings require a recorded vote and will be included in the minutes of said meeting.</li> <li>• By ballot, if it specifically applies to the election of the Chair or Vice Chair, in which each person eligible to vote shall mark on a paper provided by the Secretary, the person’s choice from among the available alternatives, the papers being collected and counted immediately thereafter.</li> </ul>
<b>11.7</b>	<b>Ruling of the Chair</b>	The ruling of the Chair shall be final, subject only to an appeal of the ruling to the Board or by a member, without debate. Such appeal shall be voted upon and a simple majority carries such a motion.
<b>11.8</b>	<b>Student Trustees</b>	Student Trustee votes shall not be counted in determining any Board decision.
<b>11.9</b>	<b>Right of the Chair to Vote</b>	The Chair may vote with the other members of the Board upon all motions, and any motion on which there is an equality of votes is lost.
<b>11.10</b>	<b>Vote Lost on Equality</b>	Any motion on which there is an equality of votes is lost.
<b>11.11</b>	<b>Declaration of Result</b>	The Chair shall declare the result of all votes. After the Chair has put a question to vote, there shall be no further debate and no member shall walk across or out of the room. The decision of the Chair as to whether the question has been finally put shall be conclusive.
<b>12.</b>	<b>DELEGATIONS AND SUBMISSIONS</b> <b>Policy I-6</b>	
<b>12.1</b>	<b>Purpose</b>	A delegation wishing to make a presentation to the Board will submit the request in writing to the Secretary of the Board.
<b>12.2</b>	<b>Request to be Heard</b>	The request shall be received by the Secretary at least seven (7) days prior to the meeting of the Board.
<b>12.3</b>	<b>Nature of the presentation</b>	The request shall outline in some detail the nature of the presentation and indicate who the spokesperson will be for the group or organization.

<b>12.4</b>	<b>Brief</b>	A copy of the complete presentation must be provided to the Secretary of the Board at least four (4) business days (by 1:00 p.m.) prior to the Regular Board meeting. The presenter(s) will highlight the pertinent points in their presentation to the Board.
<b>12.5</b>	<b>Time Available – Delegations</b>	The delegation will be allowed a time of ten (10) minutes for their presentation.
<b>12.6</b>	<b>Commercial Enterprises Prohibited</b>	Commercial enterprises are prohibited from appearing before the Board as a delegation for purposes of promoting their products/services.
<b>12.7</b>	<b>Response from the Board</b>	The Board may make a decision on the presentation at the same meeting, refer the matter to a future meeting, request a staff report on the matter to be considered at a future meeting <b>or receive as information</b> . Once the decision is made, the Secretary of the Board will communicate the Board's decision in writing to the spokesperson for the group or organization.

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

<b>14.</b>	<b>AMENDMENT OF BY-LAWS</b>	
<b>14.1</b>	<b>Purpose</b>	An individual Trustee may give notice of an amendment, alteration or addition to the by-laws. Such notice will be referred to the <b>Board Policy Committee</b> for study and report.
<b>14.2</b>	<b>Review Process</b>	The By-Laws of the Halton Catholic District School Board shall be reviewed every four (4) years by the Board.
<b>14.3</b>	<b>Temporary Suspension of By-laws - Voting</b>	The Board may temporarily suspend a provision of these By-Laws by a two-thirds (2/3) majority vote of the members of the Board, except where the provision is grounded in an obligation imposed by law.

<b>14.4</b>	<b>Timing on Agenda</b>	A temporary suspension of the By-Laws shall expire at the end of the meeting in which the By-Laws are suspended, unless the Board determines otherwise.
<b>14.5</b>	<b>Timing of Suspension</b>	No temporary suspension of the By-Laws shall extend beyond the current meeting of the Board.

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

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

**ACTION REPORT**

**ITEM 3.7**

**POLICY II-47 – FEES FOR LEARNING MATERIALS, PROGRAMS,  
CURRICULAR AND CO-CURRICULAR ACTIVITIES**

**PURPOSE:**

To update the Policy Committee on the status of the review of *Policy II-47 Fees for Learning Materials, Programs, Curricular and Co-Curricular Activities*.

**COMMENTARY:**

Board staff conducted a review of *Policy II-47 Fees for Learning Materials, Programs, Curricular and Co-Curricular Activities*.

It was determined that no amendments are required at this time.

**REPORT PREPARED BY:**

J. CHANTHAVONG  
ACTING BUDGET AND ACCOUNTING MANAGER

R. NEGOI  
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

P. McMAHON  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**FEES FOR LEARNING MATERIALS, PROGRAMS AND CURRICULAR AND CO-CURRICULAR ACTIVITIES****OPERATING POLICY:****II-47**

DATE:

NOVEMBER 15, 2011

AMENDED:

JUNE 16, 2015

SCHEDULED FOR REVIEW:

JUNE 2018

**PURPOSE**

To provide direction to principals regarding charging student fees for learning materials, programs, curricular and co-curricular activities.

**APPLICATION & SCOPE**

This policy applies to all schools of the Halton Catholic District School Board and the provision of learning materials, programs, curricular and co-curricular activities to all students.

**REFERENCES**

Refer to Halton Catholic District School Board Administrative Procedure VI-57 Fees for Learning Materials, Programs, Curricular/Co-Curricular Activities and School Fundraising Activities

**DEFINITIONS****STUDENT ACTIVITY FEES:**

Student activity fees are voluntary fees permitted under the HCDSB Policy II-47 ***Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities*** and are amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

**ENHANCED PROGRAMMING AND MATERIALS:**

Enhanced Programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (music, woodworking, etc.) students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

**OPTIONAL PROGRAMMING:**

Optional Programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Advanced Placement® (AP), International Baccalaureate® (IB).



**FEES FOR LEARNING MATERIALS, PROGRAMS AND CURRICULAR AND CO-CURRICULAR ACTIVITIES****OPERATING POLICY:****II-47**

DATE:

NOVEMBER 15, 2011

AMENDED:

JUNE 16, 2015

SCHEDULED FOR REVIEW:

JUNE 2018

**PRINCIPLES**

1. Every student has the right to attend a school, where they are a qualified resident pupil without payment of a fee. (*Section 32(1) Education Act*)
2. When schools or school boards choose with the support of the school community to offer enhanced or optional programming, parents may be asked to contribute resources in the way of time, money or materials to support these programs or activities.
3. The school principal is responsible for ensuring that the materials required to meet the expectations of the core curriculum are available without cost to students. No fee may be charged for learning resources that are essential to the delivery of a core course or program.
4. The school may only charge reasonable fees which are in compliance with the *Education Act*. In situations where fees may be charged to students, every effort shall be made to assist students with limited financial means.
5. The purposes for which funds are collected are consistent with the Board's Mission and Values.
6. Fees raised for school purposes are to complement, and not replace, public funding for education.
7. Each student should have an equal opportunity to benefit from the education system without being required to pay a fee. Students must be able to participate in school activities and access resources regardless of financial barriers.
8. The dignity of every student and parent should be honoured in the school fee collection process, collection methods afford reasonable expectations of privacy for students and parents; and a respectful practice for discreet identification of students/parents who may be experiencing financial hardship is clearly communicated.

**REQUIREMENTS****SCHOOL ACTIVITY FEES:****Regular Day School:**

- The school may collect a fee at the beginning of a school year, term or semester or for an activity or excursion planned by the school.
- With the exception of a School Activity Fee, there shall be no fees charged to a student to participate in the regular day school program.
- Fees may be charged where the student chooses voluntary enrichments or upgrades to the material or where purchasing the material is optional. Enhanced Programming and Materials include but are not limited to higher quality woodworking, design or tech materials.

The school principal must review all proposed optional charges for all courses prior to inclusion of such optional charges in any publication, and prior to the fee being levied.

- The school principal will develop collection methods that afford reasonable expectations of privacy for students and parents, and develop and communicate clearly a practice for the discreet identification of students/parents who may be experiencing financial hardship.

**FEES FOR LEARNING MATERIALS, PROGRAMS AND CURRICULAR AND CO-CURRICULAR ACTIVITIES**

**OPERATING POLICY:**

**II-47**

DATE:

NOVEMBER 15, 2011

AMENDED:

JUNE 16, 2015

SCHEDULED FOR REVIEW:

JUNE 2018

- Fees may not be charged for a textbook fee or a textbook deposit fee or a workbook used as a textbook.
- All field trips for which there is a cost must be optional to a course. Where the student chooses not to participate in an optional field trip, alternative assignments must be provided in order for the student to meet the expectations of the course.
- Student activity fees may be requested to subsidize the cost of student agendas, yearbooks, extra-curricular activities, optional field trips, or school dances or theme days. These fees are voluntary, and may vary from school to school.
- The school principal shall consult with staff, Student Councils and Catholic School Councils about student activity fees.

**Other School Registers:**

- Schools may charge fees or institute a book deposit if the student's enrolment is contained on a continuing education student register, an adult credit course student register, or an international language student register.

**Student Fees at Secondary Schools:**

- No student will be denied access to any course based on an inability pay a course/program fee, nor will report cards or transcripts be withheld for the same reason.
- No student will be denied access to any course, or to use of the library and any related online resources, for failure to pay student activity fees.
- Clothing worn for physical education classes must be compliant with OPHEA Guidelines and the school dress code, which is developed in consultation with Catholic School Councils. Where the dress code requires particular clothing, such clothing will be available for purchase at cost at each secondary school.

**Fees for Damaged or Lost Material:**

- The principal may charge fees for the replacement or repair of textbooks, workbooks, library material and other loaned materials and equipment if said loaned material is not returned as required or is returned in damaged condition. The fee may not exceed the current replacement or repair cost, as appropriate.

APPROVED : Regular Meeting of the Board

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

## DISCUSSION REPORT

## ITEM 4.1

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

#### **PURPOSE:**

To bring forward additional information regarding Late Buses to further inform staff's recommendation to implement an amendment to existing Policy II-24 Home-to-School Student Transportation.

#### **BACKGROUND REPORT:**

1. Discussion Report 4.2 "Policy II-24 Home-to-School Student Transportation Proposed Minor Amendment – Late Buses", from the May 10, 2016 Policy Committee Meeting.

#### **HISTORY:**

On April 28, 2016, Halton Student Transportation Services (HSTS) advised staff through a formal letter 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.

Currently, students utilizing 'late bus' services are picked up between 4:30 and 5:00 pm and dropped off at the Concession corner that is closest to their home. Students are then required to walk along major Concession roads to reach their home. During winter months, these areas have low visibility and/or impeded with adverse weather conditions. HSTS believes this to be a safety concern for students and a potential liability to HCDSB. 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.

At the May 10, 2016, Policy Meeting of the Board, it was requested that staff explore other alternatives to the removal of late buses for the Acton area specifically, as there are no municipal bus services within the Town of Halton Hills. As for the Milton rural areas, it was concluded that the services should be removed due to safety concerns and the presence of municipal bus services.

Routes for both Acton and Milton are attached as Appendix A to this report. A specific request was made by Trustee Rowe to explore the possibility of utilizing the Town of Halton Hills' Youth Taxi Scrip Program as an alternative to bussing for those partaking in co-curricular activities. Staff was directed to return with additional information.

#### **COMMENTS:**

Staff contacted the Town of Halton Hills to explore the possibility of utilizing the Youth Taxi Scrip Program to transport students in Acton participating in co-curricular activities at Christ the King Catholic Secondary School. Town of Halton Hills staff advised that the cost to run a taxi from Christ the King School to Acton would cost approximately \$15.00 per trip, per taxi (\$30.00 without the subsidized program).

For this program to be cost effective then, late students would be required to coordinate with one another to call the required number of taxis and “car pool” together from Christ the King School to one central drop off point in Acton (such as the St. Joseph Catholic Elementary School). Taxi vans are not readily available in this area, therefore the use of a standard five (5) seat automobile would be required, with a capacity for four (4) passengers.

Board staff contacted Halton Student Transportation Services (HSTS) to discuss the taxi option. HSTS advised that it would be preferable to contract a bus service specific for students partaking in co-curricular activities in Acton, as the daily cost to operate should be much lower. Furthermore, given the lack of oversight on who will be using the taxi services and in what format (i.e. number of pupil per taxi) there are safety and accountability concerns surrounding the use of taxi services not regulated by HSTS.

The proposed route would pick up all Acton students from Christ the King School who have stayed late at school to participate in co-curricular activities, and shuttle them to the St. Joseph Catholic Elementary School in Acton for parent pick up. This would reduce distances, and provide a safe drop off point for students. HSTS implement this route as early as September 2016 – HSTS will notify prior to the end of the school year.

### **CONCLUSION:**

Based on the recommendation of HSTS, staff agree that ‘late bus’ services in its current form 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. To fill in a gap in transportation accessibility in the Acton area, staff have a solution that meets the needs of the students in Acton.

With the proposed changes to the delivery of ‘late bus’ services, whereby a shuttle run from Christ the King to St. Joseph Acton will be introduced and the late bus for Bishop Reding students would be removed, the Board is compliant with the policy does. An amendment is not required.

As Policy II-24 Home-To-School Student Transportation is scheduled for review in May 2017, staff and HSTS intend to complete a full review in September 2016 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 amendments would not change eligibility of students in any form.

Staff will bring forward to the September 13, 2016, Policy Committee Meeting an action item recommending to approve a first reading of the amended policy.

**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

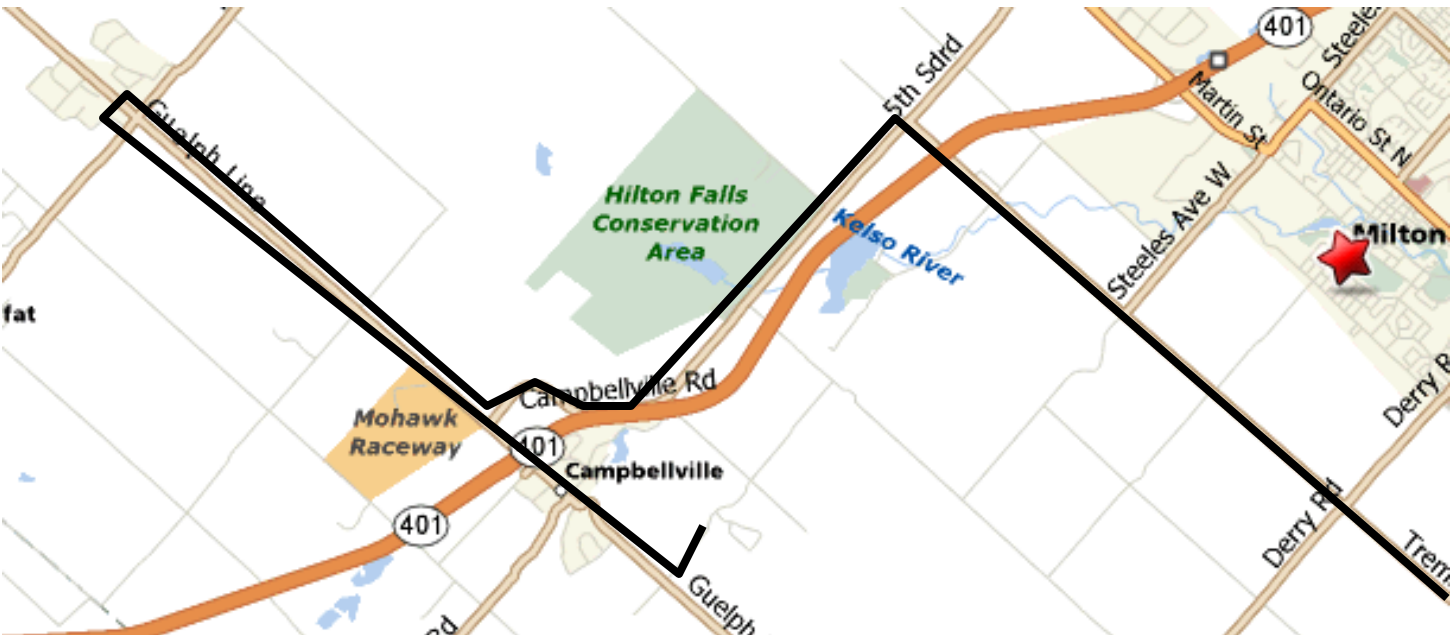
# **Bishop Reding Late Run** **4:30 p.m.**

## **APPENDIX A**



- Start at Bishop Reding.
- West on Main St. E.
  - South on Thompson
  - West on Laurier Ave.
  - North on Bronte St. S.
  - West on Main St. W.
  - North on Tremain Rd.

See Below



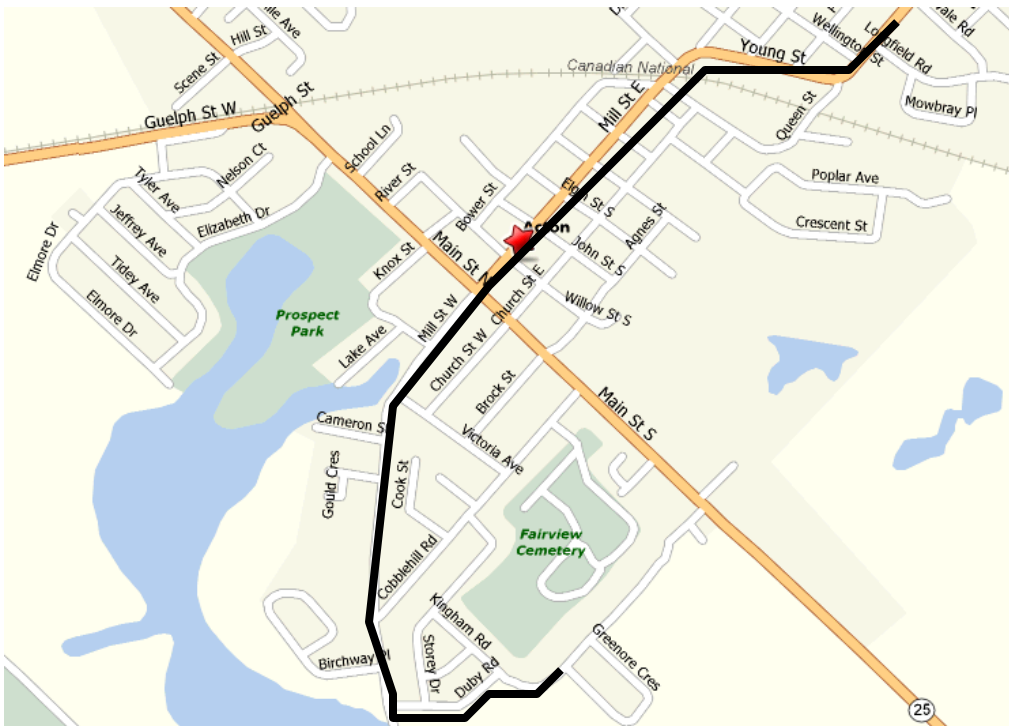
- Tremain Rd to 5<sup>th</sup> Side Road
- West on 5<sup>th</sup> Side Road
- North on Guelph Line to Brookville. Turn in Brookville.
- South on Guelph Line
- East on 3 Side Road
- End at MacArthur Drive



# Christ the King Late Run 5:00 p.m.



Take Hwy 7 to Action – May stop on Hwy 7 at drivers discretion.



Action stops are as follows:

1. Queen St. & Churchill
2. Mill & Wilbur
3. St. Joseph's School (Acton)
4. Kingham & Greenore

**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

**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

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  
AMENDED: APRIL 15, 2008  
AMENDED: FEBRUARY 17, 2009  
AMENDED: FEBRUARY 18, 2014  
AMENDED: MAY 6, 2014  
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

**DISCUSSION REPORT**

**ITEM 4.2**

**POLICY I-31 – APPAREL PURCHASES AND FAIR LABOUR PRACTICES**

**PURPOSE:**

To provide for discussion of the Policy Committee possible revisions to *Policy I-31 Apparel Purchases and Fair Labour Practices*.

**COMMENTARY:**

In response to Trustee's request, and as preparation for the upcoming Request for Proposal (RFP) for school uniforms, Board staff conducted a review of *Policy I-31 Apparel Purchases and Fair Labour Practices*.

*The proposed amendments, marked in red, are minor in nature with exception of the following:*

***Requirements Item #2:***

*The 'Statement of Compliance' has been deleted and now references newly created Appendix A – Apparel Supplier Compliance Form which includes the 'Statement of Compliance'.*

***Requirements Item #6.1.viii:***

*Has been deleted. We have not maintained or received value through memberships with any third party monitoring organizations since the Ontario Catholic Affiliate of the Worker's Rights Consortium disbanded in 2012. Furthermore, communications with third party monitoring organizations is sufficiently covered in item #6.1.viii and HCDSB's Catholic values remain as the driving force of this policy as stated in the first paragraph under the "Principles" section.*

The revised policy is placed before the Policy Committee for discussion.

**REPORT PREPARED BY:**

D. TKALCIC  
PURCHASING MANAGER

R. NEOI  
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

P. McMAHON  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

**REPORT SUBMITTED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****APPAREL PURCHASES AND  
FAIR LABOUR PRACTICES**

Policy No.:	<b>I-31</b>
Date:	June 7, 2005
Amended:	October 16, 2012
Amended:	November 19, 2013
Scheduled for Review:	November 2016

**PURPOSE**

To require the Board to take all reasonable measures to insure that clothing, be it school uniforms, physical education uniforms, athletic uniforms, spirit wear, corporate wear, employee uniforms, be acquired from suppliers where goods are produced under just, safe and fair working conditions that are equal to or better than the standards set by the United Nations International Labour Organization.

**APPLICATION AND SCOPE**

This policy applies to all apparel purchasing activities carried out by all Board departments, schools and services.

**PRINCIPLES**

The requirement that clothing products supplied to or authorized by the Board be produced under just, safe and fair working conditions that are equal to or better than the standards set by the United Nations International Labour Organization gives witness to our Catholic faith and the social teachings of the Catholic Church.

The dignity of the human person is contingent, in part, upon dignified conditions for human work.

All parties to any apparel purchase jointly bear the moral obligation to insure that finished clothing and the products from which it is made, have been produced under safe, just and fair working conditions.

Commercial entities seeking to do business with the Board will commit under contract to supplying apparel obtained and/or produced under safe, just, and healthy-fair working conditions as defined under the International Labour Organization (ILO) and/or local labour laws, whichever standard is higher.

Non-compliance, with the labour standards mentioned above, on the part of companies, their subsidiaries, sub-contractors and suppliers whose apparel is sold under contract in this Board constitutes sufficient cause for a determination of breach of contract between the Board and any contractor.

**REQUIREMENTS**

1. Preference in the awarding of contracts will be given to suppliers which use the services of third party monitoring agencies acceptable to the Board, whose function is to monitor and report on the labour practices and conditions where the supply of raw material, textile products and finished apparel are produced.
2. ~~Companies/s~~Suppliers ~~will-shall~~ be required to include and adhere to, in any purchase or purchase agreement, a declaration of compliance to this policy. (Appendix A – Apparel Supplier Compliance Form). ~~the following provision in any purchase or exclusive licence agreement:~~

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****APPAREL PURCHASES AND  
FAIR LABOUR PRACTICES**

Policy No.:	<b>I-31</b>
Date:	June 7, 2005
Amended:	October 16, 2012
Amended:	November 19, 2013
Scheduled for Review:	November 2016

~~"The supplier hereby warrants, represents and agrees, that any of its subcontractors, servants, agents or suppliers will, at all times during the term of this agreement and extended term, comply and adhere to all of the provisions of the Board's policy. Breach of any provision of the Board policy, or failure to reasonably satisfy the school/Board that the suppliers continually adhere to the policy during the term of this agreement will entitle the school/Board in its sole and absolute discretion, to provide written notice of termination of this agreement effective immediately. Notwithstanding said written notice of termination, the supplier shall complete all existing orders with parents of the school but shall not accept or solicit any further orders from parents of the school/Board after receipt of the written notice."~~

3. Prior to the signing of any contract/licence agreement, suppliers shall disclose to the Board information regarding each manufacturing facility and subcontractor including:

3.1 The names, addresses, e-mail, fax numbers and other details relating to the sites/factories where the apparel is produced.

3.2 The same information as in 3.1 when new sites/factories are used for the production of the apparel.

4. Prospective suppliers must agree to conduct their own monitoring and review process to ensure that the manufacturing sites adhere to the ethical standards and labour codes agreed upon in this policy.

4.1 Suppliers/~~companies~~ must provide the Board with credible and transparent yearly reports indicating ~~that progress is being made on~~ compliance with ~~the this~~ policy. ~~This reporting shall~~ The reports shall include:

- a) Information on suppliers' monitoring and verification programme(s);
- b) The name of the third party auditing organization and the findings of monitoring and third party audits including a summary of corrective action taken;
- c) The same information as in 4.1 b) when a change of third party auditor is made by a supplier.

5. In any instance where an apparel producer is found ~~not~~ to be ~~in non-compliance~~ compliance with the provisions of the policy, the Board will insist that corrective action be taken by the producer in the shortest period of time possible but not longer than six (6) months. If the supplier/licensee/producer fails/refuses to rectify the concerns to the satisfaction of the Board's designate, the Board shall terminate the contract on 30 days notice.

6. ~~Purchasing Services shall:~~ Responsibilities.

6.1 ~~Set up and observe a process to~~ Purchasing Services Department shall:

- i) Review legitimate non-adherence complaints to this policy;
- ii) Inform ~~apparel purchasers, within the Board~~ within-Board purchasers, of the policy requirements;

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****APPAREL PURCHASES AND  
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- iii) Assist within-Board purchasers to achieve compliance with this policy;
- iv) Communicate with the designated third party affiliate for the purpose of obtaining information pertaining to apparel suppliers that comply with this policy;
- v) Inform apparel suppliers of the requirements of this policy;
- vi) Address breeches of this policy with a view to ~~termination of~~terminate contracts with ~~companies-suppliers~~ that are unable or unwilling to comply with this policy;
- vii) Communicate with the Director and Board Senior Staff regarding proposed contract terminations with apparel suppliers.
- ~~viii) — Maintain membership status and correspondence with a third party monitoring organization endorsed by the Catholic Church in Canada.~~

6.2 All purchase agreements will include statements pertaining to the requirements of this policy which properly inform suppliers of the conditions leading to possible termination of agreements.

6.3 All purchases of school apparel will comply with the Board's Purchasing Policy I-25 and Purchasing Administration Procedures VI-11.

APPROVED: Regular Meeting of the Board,

DISTRIBUTION: Board Members, Administration, Principals & Staff

Authorized by:

\_\_\_\_\_  
Chair of the Board



## APPAREL SUPPLIER COMPLIANCE FORM

\_\_\_\_\_  
NAME OF COMPANY

\_\_\_\_\_  
ADDRESS

\_\_\_\_\_  
CITY

\_\_\_\_\_  
POSTAL CODE

\_\_\_\_\_  
TELEPHONE

\_\_\_\_\_  
FAX

\_\_\_\_\_  
EMAIL

\_\_\_\_\_  
CONTACT NAME

\_\_\_\_\_  
CONTACT POSITION

**STATEMENT OF COMPLIANCE:**

"The supplier hereby warrants, represents and agrees, that any of its subcontractors, servants, agents or suppliers will, at all times during the term of this agreement and extended term, comply and adhere to all of the provisions of the Board's policy I-31. Breach of any provision of the Board policy, or failure to reasonably satisfy the school/Board that the suppliers continually adhere to the policy during the term of this agreement will entitle the school/Board in its sole and absolute discretion, to provide written notice of termination of this agreement effective immediately. Notwithstanding said written notice of termination, the supplier shall complete all existing orders with parents of the school but shall not accept or solicit any further orders from parents of the school/Board after receipt of the written notice."

\_\_\_\_\_  
NAME OF SIGNING OFFICER (PRINT)

\_\_\_\_\_  
SIGNATURE OF SIGNING OFFICER

\_\_\_\_\_  
DATE

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 17, 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 & 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 "1" and "2".

**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.

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

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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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**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 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

**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

- 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**

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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
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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

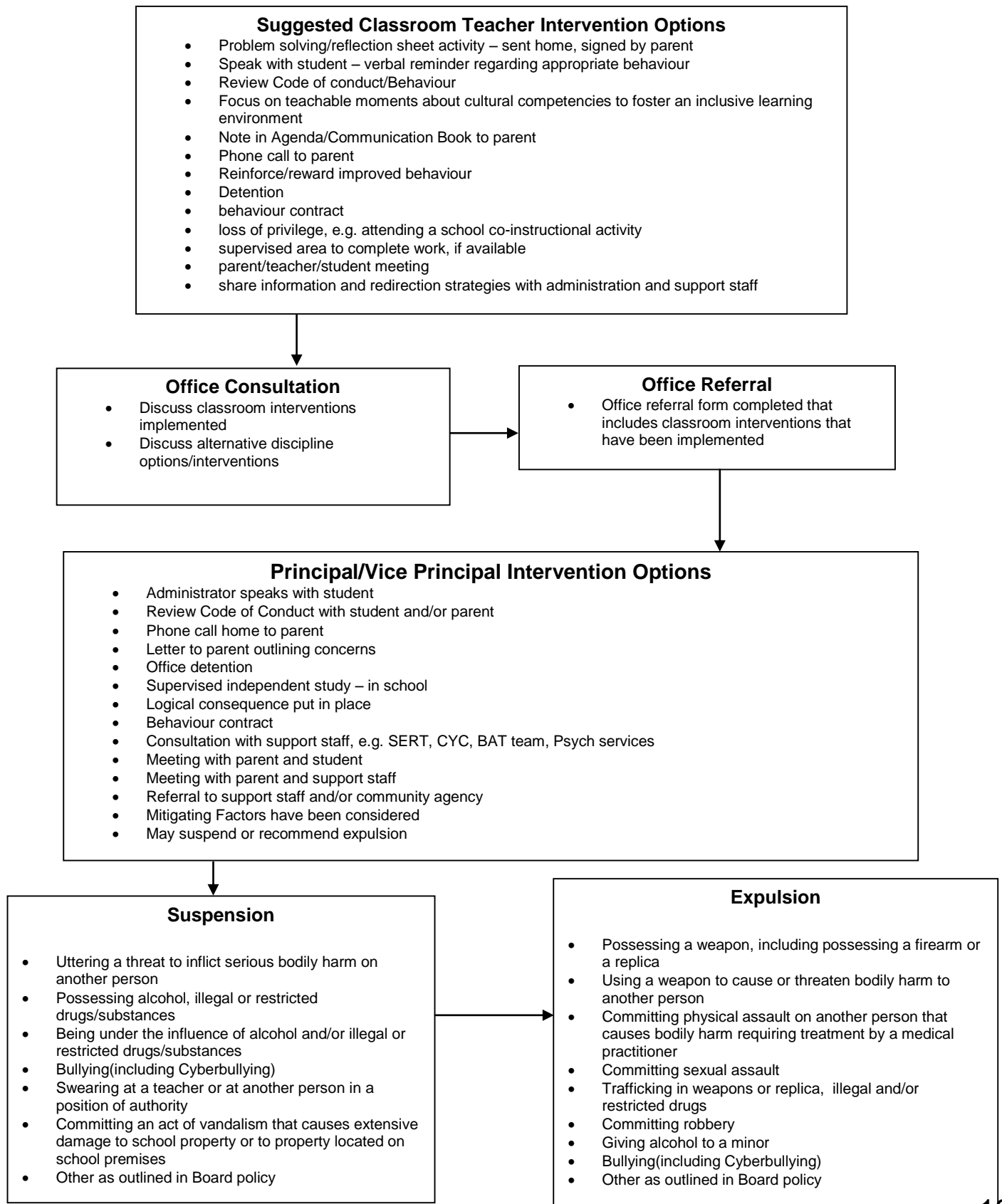
# APPENDICES



## Appendix 1

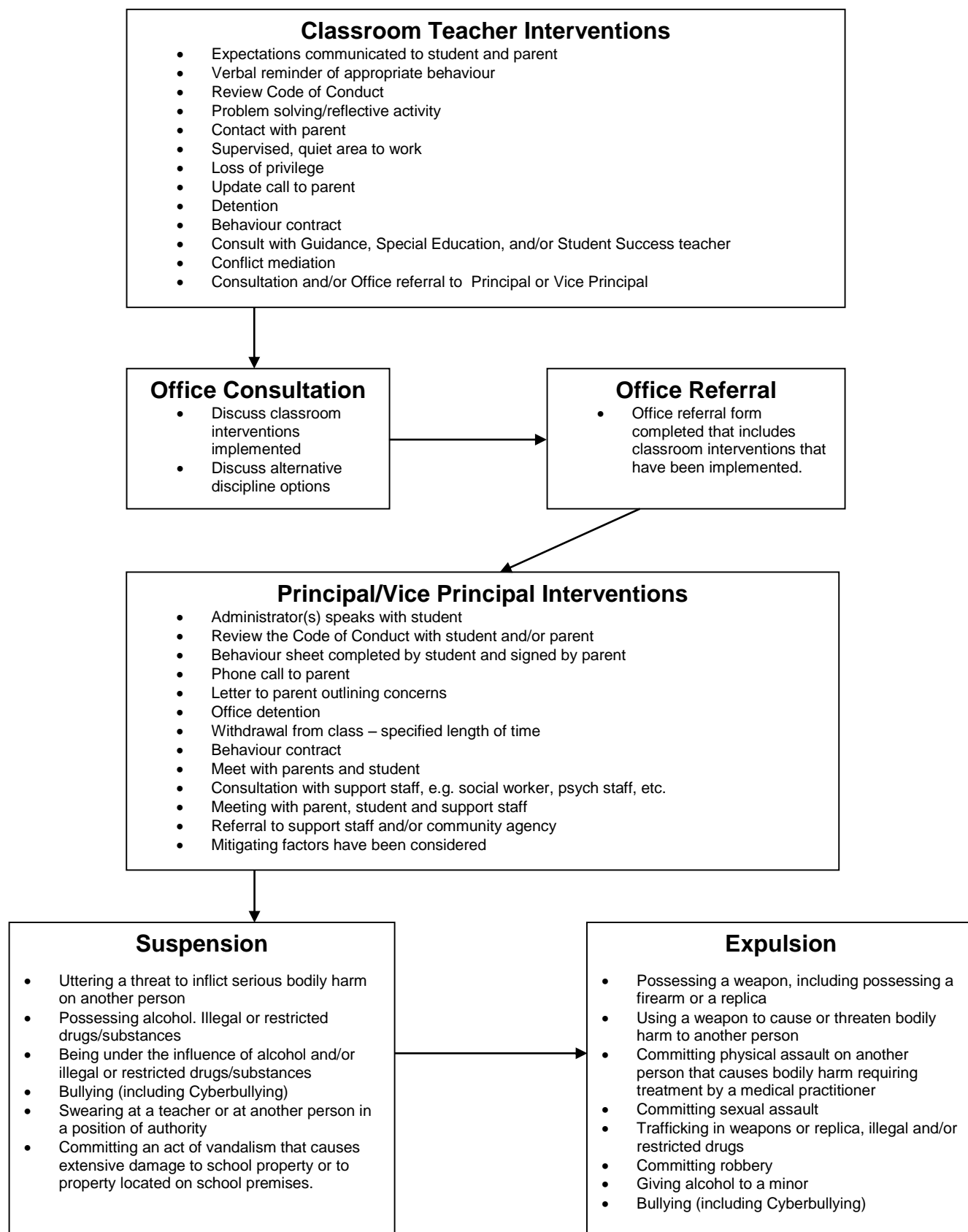
# Elementary Progressive Discipline & School Safety Chart

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**

---

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

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

WITNESS: <input type="checkbox"/> Student (Grade ____)	<input type="checkbox"/> 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 #: \_\_\_\_\_

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
-----------------------------------	---------------------------------

[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.

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

## 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**

**FEES FOR LEARNING MATERIALS, PROGRAM,  
CURRICULAR AND CO-CURRICULAR ACTIVITIES****ADMINISTRATIVE PROCEDURE No.: VI-57**

APPROVED:	DECEMBER 12, 2011
APPROVED:	DECEMBER 12, 2011
AMENDED:	JUNE 16, 2015
AMENDED:	JUNE 13, 2016
SCHEDULED FOR REVIEW:	JUNE 2018

**PURPOSE**

This procedure provides direction regarding fees, fundraising and commissions and the appropriate uses of these funds for learning materials, programs, curricular and co-curricular activities.

**APPLICATION & SCOPE**

This procedure applies to all schools of the Halton Catholic District School Board (HCDSB) and the provision of learning materials, programs, curricular and co-curricular activities to all students. This procedure has been design to align with the guiding Principles as set out in Operating Policy II-47 Fees for Learning Materials, Programs, Curricular and Co-Curricular Activities.

**DEFINITIONS****School Board Operating Budget:**

The Ministry of Education provides funding for classroom supplies through both the Pupil and School Foundation Grants and through various Education Program Other (EPO) Grants. These funds are distributed to school operating budgets.

**School Generated Funds:**

School Generated Funds are funds received, raised or collected in the name of the school or school activity. School Generated Funds are categorized as:

1. **Student Activity Fees:** Student Activity Fees are voluntary fees permitted under the HCDSB Policy II-47 **Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities** and are amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, schools dances, or theme days.
2. **Fundraising:** Fundraising is any activity permitted under the HCDSB Policy V-4 **School Fundraising Activities** to raise money or other resources and that is approved by the school principal, supported by the Catholic School Council or a school fundraising organization operating in the name of the school and for which the school provides the administrative processes for collection. Such activities may take place off school property.

Examples of school fundraising initiatives are:

- a) Major school fundraiser (Dance-a-thon);
- b) Fundraising for overnight/extensive trip excursions (Québec, Ottawa, Europe);

**FEES FOR LEARNING MATERIALS, PROGRAM,  
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- c) Fundraising for a local charity or Social Justice initiatives (Civvies Days, United Way Drives, Lenten initiatives).
3. **Commissions:** Where approved by the Board, schools raise funds through partnerships and/or contracts with outside agencies such as cafeteria service providers, school photographers and school/sports uniform providers. Any profits and/or rebates that are generated by these relationships are considered school generated funds.
4. **GST/HST rebates** are also considered school generated funds, as they are tied to purchases of goods or services made with school generated funds on behalf of the students in the school.

**REQUIREMENTS**

- A. The following list outlines approved expenses that come from the School Board Operating Budget. School Generated Funds **will not** be used for these purchases. Schools will use the Visa Purchasing Card, purchase requisitions or cheque requisitions for these expenses:
- Hospitality for staff (meetings, interviews, curriculum nights, any after-hours meetings for employees)
  - All textbooks
  - Mobile devices
  - Teacher resources/Professional Development materials
  - Guest speakers/presentations that support curriculum areas
  - Professional Learning/Staff Training
  - Photocopy/printing expenses
  - Office administration fees (e.g. post office supplies, office consumables)
  - Instrumental Music items (secondary only)
  - All consumables (classroom consumables – arts/crafts supplies, paper, paint)
  - Any classroom supplies
  - Any materials required for completion of curriculum such as workbooks, cahiers, musical instruments, Science supplies, lab materials and safety goggles.
  - Off-site course requirement (e.g. golf, leisure, recreational education)
- B. The following list outlines expenses that can be purchased with either School Generated Funds **or** the Board Operating Budget:
- Technology/Audio Visual equipment
  - Support for school physical enhancements
  - Athletics
  - Library books/literacy rooms
  - Sacramental support
  - Instrumental Music program (elementary)
  - Guest speakers
  - School promotional products
  - Hospitality for school community and Catholic School Council events



**FEEs FOR LEARNING MATERIALS, PROGRAM,  
CURRICULAR AND CO-CURRICULAR ACTIVITIES****ADMINISTRATIVE PROCEDURE No.: VI-57**

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**C.** Expenses that are **not approved** to be paid by either School Generated Funds or the School Board Operating budget are:

- Gifts for employees of the HCDSB (including school promotional and spirit wear)
- Staff socials
- Appliance repairs
- Alcohol and tobacco products
- Hospitality for staff during instructional time

**D.** Refer to Appendix A for a chart which outlines the appropriate source of funds for approved school generated funds expenses.

**E.** A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community. All monies generated and spent at the school will be reported.

The accounting of School Generated Funds will be made available to school communities at a minimum of three (3) times a school year. Principals will report on School Generated Funds at Catholic School Council meetings at a minimum of three (3) times a school year and will post these reports on the school website at a minimum of three (3) times a school year.

Refer to Appendix B for the template to be used by schools to report School Generated Funds.

**APPROVED:** Regular Meeting of the Administrative Council

**AUTHORIZED BY:**

\_\_\_\_\_  
Paula Dawson, *Director of Education and Secretary of the Board*

## APPROVED EXPENSES THAT CAN BE CHARGED TO SCHOOL GENERATED FUNDS

APPROVED EXPENSE	APPROPRIATE CATEGORIES		
	SCHOOL ACTIVITY FEE	FUNDRAISING	COMMISSIONS
<b>Technology/AV</b> <ul style="list-style-type: none"> <li>which complement and do not replace existing school board allocations</li> </ul>		X	X
<b>Support for School Physical Enhancements</b> <ul style="list-style-type: none"> <li>upgrades to school facilities that do not increase the student capacity of the school. (e.g. rebuilding cafeteria stage, retrofitting auditorium, gymnasium enhancements)</li> <li>upgrades to sporting facilities (e.g. running tracks, specialized recreational facilities, installation of artificial turf and scoreboards).</li> <li>School improvement projects (e.g. playground equipment, shade structures, gardens, outdoor rink, green initiatives)</li> <li><b>NOT</b> – facility renewal, maintenance, or upgrades normally funded through the school renewal grants such as structural repairs, sanitation, emergency repairs, or replacing floor tile due to wear and tear.</li> </ul>		X	X
<b>Awards</b>	X	X	X
<b>Graduation</b>	X	X	X
<b>Supplement Excursions (Field Trips)</b>	X	X	X
<b>Athletics</b>	X	X	X
<b>Clubs</b> (e.g. Transportation, uniforms, guest speakers)	X	X	X
<b>Parent Volunteer Events</b>		X	X
<b>Student Council Activities</b>	X	X	X
<b>Library Books / Literacy Rooms</b>		X	X
<b>Specialized Optional Programs (e.g. IB Program, OYAP)</b> <ul style="list-style-type: none"> <li>Optional Programming refers to selected courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the provincially mandated curriculum</li> </ul>	X		
<b>Sacramental Support</b>		X	X
<b>Financial Support Families/Students</b>		X	X
<b>Spirit Wear for Students</b>	X	X	X
<b>Transportation</b>	X	X	X
<b>Student/Parent Handbooks</b>	X	X	X
<b>Play Day, Fun Days, Student BBQs</b>	X	X	X
<b>Year Books</b>	X	X	X
<b>Community and Charitable Donations</b>		X	X
<b>Instrumental Music Program</b>		X	X
<b>Guest Speakers</b>		X	X
<b>School Promotional Products</b> <ul style="list-style-type: none"> <li>School pens, agendas, spirit wear</li> </ul>			X
<b>Hospitality for School Community and Catholic School Council Events</b>			X
<b>Sports Teams Uniforms, Transportation, Championship Dinners, tournament fees</b>	X	X	X
<b>Trophies/Plaques</b>	X	X	X
<b>Award Winners</b>	X	X	X
<b>Gifts for Volunteers</b>		X	X

<b>YOUR SCHOOL NAME Catholic Elementary School</b>				
<b>School Generated Funds</b>				
<b>As at REPORTING DATE</b>				
	<b>Opening Balance</b>	<b>Revenues</b>	<b>Expenses</b>	<b>Ending Balance</b>
Administration				\$ -
Clubs				\$ -
Departments				\$ -
External Charities				\$ -
Field Trips/Excursions				\$ -
Other				\$ -
School Fundraising				\$ -
Special Events				\$ -
	\$ -	\$ -	\$ -	\$ -

<b>YOUR SCHOOL NAME Catholic Secondary School</b>				
<b>School Generated Funds</b>				
<b>As at REPORTING DATE</b>				
	<b>Opening Balance</b>	<b>Revenues</b>	<b>Expenses</b>	<b>Ending Balance</b>
Administration				\$ -
Athletics				\$ -
Clubs and Activity Fees				\$ -
Commissions				\$ -
Departments				\$ -
External Charities				\$ -
Field Trips/Excursions				\$ -
Fundraising				\$ -
Other				\$ -
School Council				\$ -
Special Events				\$ -
	\$ -	\$ -	\$ -	\$ -

## **PURPOSE**

To provide direction regarding fundraising practices.

## **APPLICATION AND SCOPE**

This administrative procedure applies to all members of the school community and to all trustees and employees of the Board.

## **PRINCIPLES**

This procedure has been designed to align with the guiding principles as set out in Operating Policy V-04 School Fundraising Activities.

## **DEFINITIONS**

### *School Fundraising*

School fundraising is any activity, permitted under *Policy V-04 School Fundraising Activities*, to raise money or other resources, that is approved by the school Principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

### *Board Fundraising*

Board fundraising is any activity, permitted under *Policy V-04 School Fundraising Activities*, to raise money or other resources, that is approved by the director, in consultation with, and upon the advice of senior staff and trustees, for Halton Catholic Children's Education Foundation.

### *School Community*

The school community refers to students, parents, guardians, catholic school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

### *School Generated Funds*

School generated funds are funds that are raised and collected in the school or broader community in the name of the school by catholic school councils or other school or parent administered groups. These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets.

School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties.

<b>REQUIREMENTS</b>
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**I. FUNDRAISING ACTIVITIES MUST:**

- comply with Board policies and related administrative procedures, including *Policy V-4 School Fundraising Activities* and *Policy II-47 Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities and Fees for Fundraising Activities*
- take place after principle consideration to the number, extent and frequency of fundraising activities
- have a designated purpose and a plan for the raised proceeds
- refer to Appendix "A" for the Annual School Generated Funds Plan Template to be completed by the school Principal and approved by a Family of Schools Superintendent by October 31<sup>st</sup> of each school year
- use proceeds for their intended purpose
- be compliant with municipal, provincial and federal legislation
- be compliant with Ministry of Education guidelines and policies (i.e. Fees for Learning Materials and Activities Guidelines, Fundraising Guideline, Food and Beverage Policy, Equity and Inclusive Education Strategy, Facility Partnerships, Broader Public Sector directives)
- be compliant with Public Sector Accounting Standards

**II. FUNDRAISING ACTIVITIES SHOULD:**

- reflect the values and expectations of the school community including those of parents, students, staff and school board trustees
- support and protect staff and volunteers from legal liability through practices that promote accountability for the handling and management of the proceeds raised
- be decided upon in consultation with members of the school community (i.e. school council, staff, students, parish)
- support student achievement and should not detract from the learning environment

**III. VOLUNTARY NATURE OF FUNDRAISING**

The school community is welcome to participate in fundraising activities. These activities should reflect the diversity, values and priorities of the local school community.

Participation in fundraising activities is strictly voluntary. No individuals should feel compelled to participate in any fundraising activity, nor should they be subject to penalties, or be denied any benefits, if they choose not to participate.

Privacy must be respected. The personal information of staff, students or other individuals is not shared for the purposes of fundraising without prior consent. (The use of personal information by school boards is governed by the *Municipal Freedom of Information and Protection of Privacy Act*).

#### **IV. SAFETY**

The Principal is responsible for ensuring that:

- student safety is a priority when considering the selection of a fundraising activity
- student fundraising activities are age appropriate
- appropriate supervision can be maintained when students are participating in fundraising activities
- appropriate safeguards are in place regarding collection, deposit, recording, and use of public funds

#### **V. ACCEPTABLE USES FOR FUNDS RAISED**

- The purposes for which funds are collected must be consistent with the Board's mission and values.
- Funds raised through school fundraising activities may be directed towards school activities/initiatives as well as registered charitable organizations supporting the Board's mission and values.
- The Province provides funding for the construction of new schools and additions, for repairs and renovations, for the operation and maintenance of schools (including heating, lighting and cleaning) and for staffing (including supply teachers). Funds raised for school purposes are to be used to complement, not replace, public funding for education.
- Capital projects supported by fundraising proceeds should not result in an increase in the student capacity of a school.
- Fundraising proceeds should not result in a significant increase in school or board operating or capital costs.

\*for more information on the acceptable uses for funds raised, please reference Appendix B, HCDSB Fees and Fundraising Guide

#### **VI. SCHOOL CONSIDERATIONS WHEN SELECTING USES FOR FUNDS RAISED**

- Projects supported by fundraising activities should be reviewed to examine alignment with the school board's overall priorities, the school improvement plan and Ministry of Education priorities.
- Future maintenance and repair costs need to be considered when selecting how to spend fundraising proceeds.
- When spending fundraising proceeds, adherence to *Policy I-25 Purchasing Policy* and *Administrative Procedure VI-11 Purchasing Procedures* must occur.

**VII. ACCOUNTABILITY AND FINANCIAL REPORTING – SCHOOL LEVEL**

- The Principal will prepare an annual report on school generated funds which includes proceeds raised through fundraising initiatives.
- The Principal may determine the best communication vehicle for his/her local school community (i.e. newsletter, posting to school website).
- Catholic School Councils must report annually to the Principal on their fundraising activities.
- A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community. All monies generated and spent at the school will be reported.
- The Principal will report on School Generated Funds at Catholic School Council meetings at a minimum of three (3) times a school year and will post these reports on the school website at a minimum of three (3) times a school year.
- Refer to Appendix “C” for the template to be used by schools to report School Generated Funds.
- The Principal will provide a monthly summary report of fundraising activities at Catholic School Council meetings
- The Principal will provide adequate oversight over the collection, deposit, recording, and use of School Generated Funds, reviewing bank deposits, payments, fund transfers and bank statements on a regular basis
- The Principal will ensure all financial records relating to the collection, deposit, recording, and use of School Generated Funds are maintained in accordance with the school board’s records retention schedule Deposits are made weekly or more often when cash collected exceeds \$1,000, and funds collected are kept in a secured and locked place at all times
- All funds collected through school fundraising are subject to the Board’s regular audit and accountability requirements and the recording and reporting of such funds must adhere to the Ontario Association of School Business Officials “Guideline for School Generated Funds (Revised June 2015).”

**VIII. ACCOUNTABILITY AND FINANCIAL REPORTING – BOARD LEVEL**

- School boards may choose to report to the school community in an annual report, which may include an overview of school level fundraising across the board and board level donations and corporate sponsorships
- School boards must adhere to Public Sector Accounting Board (PSAB) standards, which require that funds generated at the school level are consolidated and reported in the annual financial statements of the school board.
- School boards should communicate and train school administrative staff on procedures for the collection, disbursement and accounting of school generated funds (including fundraising).

**IX. APPENDICES**

Appendix A	Annual School Generated Funds Plan Template
Appendix B	HCDSB Fees and Fundraising Guide
Appendix C	School Generated Funds Reporting Template

**APPROVED:** Regular Meeting of the Administrative Council

**DISTRIBUTION:** Senior Staff, Administration, Principals, Vice Principals

**AUTHORIZED BY:**


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Paula Dawson, Director of Education and Secretary of the Board

**DATE:** .....



# Annual School Generated Funds Plan Template

		Annual School Generated Funds Plan				
School Name:		Family of Schools:				
Principal:		School Year:				
Category of Funds	Fundraising Timeline	Intended Use of Anticipated Proceeds	Opening Balance	Projected Revenues	Projected Expenses	Closing Balance

Principal Signature: \_\_\_\_\_
Date: \_\_\_\_\_

School Superintendent Signature: \_\_\_\_\_
Date: \_\_\_\_\_

**Note:** Do not include break-even events (ie. plays, trips, etc.) or fundraisers to be donated to external charities (ie. United Way, Heart and Stroke, etc.).

## **HCDSB - Fees and Fundraising Guide Recommended Approved Expenses June 2016**

Funds are generated in schools from a number of different sources and used in a number of different ways. These guidelines apply to all funds that are received, raised or collected in the name of the school or school activity. These funds, which are administered by the school, are raised or collected from sources other than the school board's operating and capital budget.

Categories of School Generated Funds:

### **School Activity Fees :**

The school collects a fee at the beginning of a school year, term or semester or for an activity or excursion planned by the school. Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as agendas, student recognition programs, yearbooks, extracurricular activities, school dances or theme days. (***Student Registration Fee is no longer an appropriate term to use for these fees***)

### **Fundraising:**

Fundraising is any activity permitted under HCDSB's policies to raise money or other resources and that is approved by the school principal, supported by the Catholic school council or a school fundraising organization operating in the name of the school and for which the school provides the administrative processes for collection. Such activities may take place on or off school property. Examples of school fundraising initiatives are: Major School Fundraiser (Dance-a-thon), Fundraising for overnight excursions (Quebec, Ottawa, Europe), Fundraising for a local charity or social justice initiative (Civvies Days, United Way Drives, Lenten Initiatives).

### **Commissions:**

Where approved by the board, schools raise funds through partnerships and/or contracts with outside agencies such as cafeteria service providers, school photograph companies and school/sports uniform providers. Any profits and/or rebates that are generated by these relationships are considered School Generated Funds. In addition, GST/HST rebates are also considered School Generated Funds as they are tied to purchases made of goods or services with school generated funds on behalf of the students in the school.

## Approved Expenses that can be charged to School Generated Funds

Approved Expense	School Activity Fee	Fundraising	Commissions
<b>Technology/Audio Visual</b> <ul style="list-style-type: none"> <li>which complement and do not replace existing school board allocations</li> </ul>		X	X
<b>Support for School Physical Enhancements</b> <ul style="list-style-type: none"> <li>upgrades to school facilities that do not increase the student capacity of the school. (e.g. rebuilding cafeteria stage, retrofitting auditorium, gymnasium enhancements)</li> <li>upgrades to sporting facilities such as running tracks, specialized recreational facilities, installation of artificial turf and scoreboards.</li> <li>School improvement projects (for example, playground equipment, shade structures, gardens, outdoor rink, green initiatives)</li> <li>NOT – facility renewal, maintenance, or upgrades normally funded through the school renewal grants such as structural repairs, sanitation, emergency repairs, or replacing floor tile due to wear and tear.</li> </ul>		X	X
<b>Awards</b>	X	X	X
<b>Graduation/Confirmation</b>	X	X	X
<b>Supplement Excursions (Field Trips)</b>	X	X	X
<b>Clubs</b> <ul style="list-style-type: none"> <li>Transportation, uniforms, guest speakers</li> </ul>	X	X	X
<b>Parent Volunteer Events</b>		X	X
<b>Student Council Activities</b>	X	X	X
<b>Library Books / Literacy Rooms</b>		X	X
<b>Specialized Optional Programs (e.g. IB Program, OYAP)</b> Optional Programming refers to selected courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the provincially mandated curriculum	X		
<b>Art supplies (outside of Art curriculum)</b>		X	X
<b>Sacramental Support:</b> Honorarium for Parish Priests		X	X

Approved Expense	School Activity Fee	Fundraising	Commissions
Materials for Chapels / Prayer Tables			
<b>Financial support Families/Students</b>		X	X
<b>Spirit Wear for Students</b>	X	X	X
<b>Transportation</b>	X	X	X
<b>Student/Parent Handbooks</b>	X	X	X
<b>Play Day, Fun Days, Student BBQs</b>	X	X	X
<b>Year Books</b>	X	X	X
<b>Community and Charitable Donations</b>		X	X
<b>Instrumental Music Program</b>		X	X
<b>Guest Speakers</b>		X	X
<b>School Promotional Products as Gifts</b> (ie. School pens)			X
<b>Hospitality for School Community and Catholic School Council Events</b>		X	X
<b>Athletics:</b> Sports Teams Uniforms, Transportation, Championship Dinners, tournament fees	X	X	X
<b>Trophies/Plaques</b>	X	X	X
<b>Award Winners</b>	X	X	X
<b>Gifts for Volunteers</b>		X	X

**Approved Expenses that MUST come from School Board's Operating Budget (via Purchasing Card, Purchase Requisition or Cheque Requisition)**

*(School Generated Funds MAY NOT be used for these purchases.)*

- Hospitality for staff (meetings, interview nights, curriculum nights any after-hours meetings for employees)
- Faith Day or other Professional Development Day Expenses
- All Textbooks
- Mobile devices
- Teacher Resources / Professional Development Materials
- Guest speakers/presentations that support curriculum areas
- Professional Learning / Staff Training
- Photocopy / Printing Expenses
- Office Administration Fees (e.g. post office supplies, office consumables)
- Instrumental Music Items (Secondary only)
- All consumables (classroom consumables – arts/crafts supplies, paper, paint)
- Any classroom supplies
- Any materials required for completion of curriculum such as workbooks, cahiers, musical instruments, science supplies, lab materials and safety goggles.
- Off-site course requirement (e.g. golf, leisure, recreational education)

**Expenses that could be purchased with either SGF or Board Operating budget (via Purchasing Card, Purchase Requisition or Cheque Requisition):**

- Technology / Audio Visual equipment
- Support for School Physical Enhancements
- Athletics
- Library Books/Literacy Rooms
- Sacramental Support
- Instrumental Music Program (Elementary)
- Guest Speakers
- School Promotional Products
- Hospitality for School Community and Catholic School Council Events
- Guest Speakers / Presentations that support curriculum areas

**Expenses NOT APPROVED to be paid by either SGF or School Board's Operating Budget**

*(As outlined in Trustee/Staff expense policy)*

- Gifts for any HCDSB staff (including school promotional and spirit wear)
- Staff Socials
- Appliance Repairs
- Alcohol and Tobacco product
- Supply teacher coverage to support school trips
- To reimburse cancellation of school trips (as a replacement of cancellation insurance)

## **Categories to Report**

### **Elementary Schools**

#### **Revenues:**

##### **FUNDRAISING**

- Major School Fundraising Initiative (e.g. Dance-a-thon)
- Milk and Pizza Day Revenue
- Library Book Fair
- Community Events (Pasta Night, Movie Night, Barbecue, Craft Night etc)
- Social Justice Initiatives

##### **SCHOOL ACTIVITY FEES**

- Excursions (Trips)
- Student Agenda / Yearbook Sales
- Graduation

##### **COMMISSIONS**

- Rebates from outside companies (Photography, Lunch Programs)
- GST/HST Rebates

#### **Expenses:**

- All purchases from above revenues must be reported on.

### **Secondary Schools**

#### **Revenues:**

##### **FUNDRAISING**

- Fundraising (Social Justice, Charitable Organizations, Community and School fundraising)
- Special events
- Student Council

##### **SCHOOL ACTIVITY FEES**

- Option Sheet Fees
- Athletics Fees
- Clubs and Activities Fees
- Departments
- Excursions
- Graduation

##### **COMMISSIONS**

- Commissions from cafeteria provider
- Rebates from outside companies (Photography, Uniforms, Cafeteria)
- GST/HST Rebates

#### **Expenses:**

- All purchases from above revenues must be reported on.

## HCDSB – School Generated Funds Reporting Template

YOUR SCHOOL NAME Catholic Elementary School				
School Generated Funds				
As at REPORTING DATE				
	Opening Balance	Revenues	Expenses	Ending Balance
Administration				\$ -
Clubs				\$ -
Departments				\$ -
External Charities				\$ -
Field Trips/Excursions				\$ -
Halton Food For Thought				\$ -
Other				\$ -
School Fundraising				\$ -
Special Events				\$ -
	\$ -	\$ -	\$ -	\$ -

YOUR SCHOOL NAME Catholic Secondary School				
School Generated Funds				
As at REPORTING DATE				
	Opening Balance	Revenues	Expenses	Ending Balance
Administration				\$ -
Athletics				\$ -
Clubs and Activity Fees				\$ -
Commissions				\$ -
Departments				\$ -
External Charities				\$ -
Field Trips/Excursions				\$ -
Fundraising				\$ -
Halton Food For Thought				\$ -
Other				\$ -
School Council				\$ -
Special Events				\$ -
	\$ -	\$ -	\$ -	\$ -