

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

Date: Tuesday, January 8, 2019  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1 Opening Prayer (B. Agnew)	
<b>2. Approvals</b>	
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3.4 Policy V-17 Request for Promotion and Distribution of Program/Activity Related to Materials through Board Schools (S. Balogh)	31 - 34
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4.1 Policy Development - Optional Programs (H. Karabela)	
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5.7	Procedure VI-68 Medications - Oral (Prescriptions, Non Prescription) (S. Balogh)	124 - 126
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5.12	Upcoming Agenda Items (February 12, 2019 Policy Committee Meeting) (S. Balogh)	
5.12.1	Policy I-30 Video Surveillance (S. Vieira; F. Thibeault)	
5.12.2	Policy I-43 Use of Technology and Digital Citizenship (A. Prkacin)	
5.12.3	Policy IV-06 School Sites and Facilities Criteria (R. Negoj, F. Thibeault, R. Merrick)	
5.12.4	Policy IV-07 Alternative Arrangements for School Facilities (R. Negoj, F. Thibeault, R. Merrick)	
5.12.5	Policy IV-08 School Sites and Operating Budget (R. Negoj, F. Thibeault)	
5.12.6	Policy V-03 Photographs, Advertising and Sales Representatives (R. Negoj)	
5.12.7	Policy V-09 Public Concerns Complaints Process (P. Daly, S. Balogh)	
5.12.8	Information Items	
5.12.8.1	Procedure VI-83 Video Surveillance Procedure (S. Vieira, F. Thibeault)	
5.12.8.2	Procedure VI-52 After Hours School Paid Camp Activities (S. Balogh, R. Negoj)	
5.12.8.3	Procedure VI-36 Police Record Check - Goods and Services Providers (R. Negoj, D. Tkalcic)	
5.12.8.4	Procedure VI-50 Technological Education Service (R. Negoj)	

**6. Miscellaneous Information**

**7. In Camera**

**8. Motion to Excuse Absent Committee Members**

**9. Motion to Adjourn/ Closing Prayer (P. DeRosa)**

## POLICY COMMITTEE MEETING MINUTES

Date: December 11, 2018  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present B. Agnew H. Karabela  
P. DeRosa P. Murphy  
M. Duarte T. O'Brien  
N. Guzzo J. O'Hearn-Czarnota  
V. Iantomasi

Staff Present P. Daly, Director of Education  
S. Balogh, Superintendent of Education, School Services  
C. Cipriano, Superintendent of Education, Special Education Services  
C. McGillicuddy, Superintendent of Education, School Services, Student Success Lead  
R. Negroi, Superintendent, Business Services  
A. Swinden, Manager, Strategic Communications

Recording Secretary J. Neuman

### 1. Call to Order

#### 1.1 Opening Prayer (S. Balogh)

P. Daly called the meeting to order. The meeting began at 7:00 p.m. with a prayer led by S. Balogh.

### 2. Approvals

#### 2.1 Approval of Agenda

**P#01/19**

**Moved by:** B. Agnew

**Seconded by:** P. Murphy

**That,** the agenda be approved.

**CARRIED**

#### 2.2 Approval of Minutes (November 13, 2018 Meeting)

**P#02/19**

**Moved by:** H. Karabela

**Seconded by:** M. Duarte

**That,** the minutes of the Policy Committee Meeting held on November 13, 2018 be approved, as submitted.

**CARRIED**

### 3. Action Items

#### 3.1 Election of the Chair of the Policy Committee (December 11, 2018 - December 2019) (P. Daly)

Acting Chair, P. Daly, reviewed the election process and called for nominations for the position of Chair of the Policy Committee for the period of December 11, 2018 until the first Policy Committee meeting in December 2019.

**P#03/19**

**Moved by:** M. Duarte

**Seconded by:** B. Agnew

**That,** N. Guzzo be appointed Chair of the Policy Committee for the period of December 11, 2018 to December 2019.

N. Guzzo accepted the nomination. There were no other nominations

**P#04/19**

**Moved by:** P. DeRosa

**Seconded by:** P. Murphy

**THAT,** the nominations be closed.

**CARRIED**

N. Guzzo was declared the Chair of the Policy committee by acclamation.

N. Guzzo assumed the responsibility as Chair of the Policy Committee.

**3.2 Policy I-26 Student Trustees of the Halton Catholic District School Board (C. McGillicuddy)**

C. McGillicuddy shared the revisions to the policy regarding changes to Ministry of Education regulations that are to be implemented.

Questions regarding consultation with Student Trustees, date of election, and student nominations were asked and answered. It was noted that the current practice for electing student trustees will remain in effect for the 2019-2020 school year, and that new election dates will be put in place for the 2020- 2021 school year.

**P#05/19**

**Moved by:** T. O'Brien

**Seconded by:** V. Iantomasi

**That,** the Policy Committee recommends that Policy I-26 Student Trustees on the Halton Catholic District School Board, be forwarded, along with amendments, to the December 18, 2018 Regular Board Meeting for approval.

The chair called for a vote, **P#05/19 CARRIED**

**3.3 Policy II-20 Child Abuse and Protection of Students (C. Cipriano)**

C. Cipriano shared the revisions to the policy regarding changes to Ministry legislation that are to be implemented regarding child and youth protection in HCDSB schools.

**P#06/19**

**Moved by:** V. Iantomasi

**Seconded by:** P. DeRosa

**That,** the Policy Committee recommends that Policy II-20 Child Abuse and Protection of Students, be forwarded along with amendments, to the December 18, 2018 Regular Board Meeting for approval.

Questions regarding reports and reporting were asked and answered. Clarification of the legislation was offered in response to questions.

The chair called for a vote, **P#06/19 CARRIED.**

**3.4 Policy I-14 Smoking Ban (S. Balogh)**

S. Balogh noted the changes to the policy regarding changes to legislation that are to be implemented.

**P#07/19**

**Moved by:** M. Duarte

**Seconded by:** J. O'Hearn-Czarnota

**That,** the Policy Committee recommends that Policy I-14 Smoking Ban name be changed to Policy I-14 Smoking/Vaping Ban, and be forwarded, along with amendments, to the December 18, 2018 Regular Board Meeting for approval.

Discussion ensued. Questions regarding definitions and discipline and Provincial Legislation regarding cannabis were asked and answered. It was noted that communication to parents and students is already in place.

H. Karabela left the meeting at 7:26 pm



The chair called for a vote, **P#07/19 CARRIED.**

### **3.5 Policy II-28 Alcohol Tobacco and Drug Education and Abuse in Schools (S. Balogh)**

S. Balogh noted that the policy was recently reviewed and has been returned to the policy committee to include revisions regarding vaping.

**P#08/19**

**Moved by:** J. O'Hearn-Czarnota

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy II-28 Alcohol, Tobacco and Drug Education and Abuse in Schools name be changed to Policy II-28 Alcohol, Tobacco, Vaping, and Drug Education and Abuse in Schools, and be forwarded, along with amendments, to the December 18, 2018 Regular Board Meeting for approval.

There was no discussion.

The chair called for a vote, **P#08/19 CARRIED.**

## **4. Discussion Items**

There were no discussion items.

## **5. Information Items**

**5.1 Procedure VI-15 Student Trustees (C. McGillicuddy)**

**5.2 Procedure VI-32 Child Abuse and Protection of Students (C. Cipriano)**

**5.3 2018-2019 Working Plan (S. Balogh)**

**5.4 Upcoming Agenda Items (January 8, 2019 Policy Committee Meeting) (S. Balogh)**

**5.4.1 Policy I - Governance of Policy (P. Daly, S. Balogh)**

**5.4.2 Policy I-07 Protection of Privacy (S. Vieira)**

**5.4.3 Policy II-39 Progressive Discipline and Safety in Schools (J. Crowell, S. Balogh)**

**5.4.4 Policy V-09 Public Concerns Complaints Process (P. Daly, S. Balogh)**

**5.4.5 Policy V-17 Request for Promotion and Distribution of Program/Activity Related to Materials through Board Schools (S. Balogh)**

**5.4.6 Information Items (S. Balogh)**

**5.4.6.1 Procedure VI-81 Privacy Procedure (S. Vieira)**

**5.4.6.2 Procedure VI-44 Progressive Discipline and Safety in Schools (J. Crowell, S. Balogh)**

**5.4.6.3 Procedure VI-13 Pediculosis (Head Lice) Management (S. Balogh)**

**5.4.6.4 Procedure VI-68 Medications - Oral (Prescriptions, Non Prescription) (S. Balogh)**

**5.4.6.5 Procedure VI-71 Concussion Protocol (S. Balogh)**

**5.4.6.6 Procedure VI-79 Indoor Air Quality Investigation Process (R. Merrick, S. Balogh, K. George)**

**5.4.6.7 Procedure VI-40 Request for Promotion and Distribution of Program-Activity Related Materials Through Board Schools (S. Balogh)**

**5.4.6.8 Procedure VI-61 Recognition and Acknowledgement of Dignitaries, Board Officials at Board and School Events (A. Swinden)**

**5.4.6.9 Procedure VI-39 Inclement Weather Safety (S. Balogh)**

The items were provided as information.

Questions regarding changes to the order of the work plan were asked and answered.

## **6. Miscellaneous Information**

There were no miscellaneous items.

**7. In Camera**

There were no in camera items.

**8. Motion to Excuse Absent Committee Members**

All trustees were present

**9. Motion to Adjourn/ Closing Prayer (P. Daly)**

***P#09/19***

***Moved by:*** B. Agnew

***Seconded by:*** P. DeRosa

***That the meeting adjourn.***

***CARRIED***

P. Daly closed meeting with prayer at 7:35 p.m.

Policy I Governance of Policy	<b>Item 3.1</b>
January 8, 2019	

**Purpose**

To provide for the consideration of the Policy Committee revisions to *Policy I Governance of Policy* as recommended by staff.

**Commentary**

*Policy I Governance of Policy* was last reviewed in April 2016 and has been reviewed in keeping with the current policy review cycle. One change has been made with regards to requests for seeking legal opinion.

The revised *Policy I Governance of Policy* is attached for review and consideration by the Policy Committee.

**Recommendation**

The following recommendation is presented for the consideration of the Board:

*Moved by:*

*Seconded by:*

***That***, the Policy Committee recommends that *Policy I Governance of Policy*, be forwarded, along with amendments, to the January 15, 2019 Regular Board Meeting for approval.

Report Prepared and Submitted by

P. Daly  
Director of Education and Secretary of the Board

<b>Governance of Policy</b>	
<b>Adopted:</b> April 26, 1995	<b>Last Reviewed/Revised:</b> April 19, 2016
<b>Next Scheduled Review:</b> 2018-2019	
<b>Associated Policies &amp; Procedures:</b> HCDSB Procedural Bylaws	

## Purpose

To establish a framework and process for developing, implementing and amending policies as well as to ensure consistency with the Halton Catholic District School Board's efforts in achieving its Mission, Vision and Governing Values.

## Application and Scope

This policy applies to the development, implementation and any amendments for all policies and its attendant administrative procedures and any associated guidelines.

## Principles

- The Board provides direction to staff through the establishment of policy.
- The Halton Catholic District School Board recognizes its corporate responsibility to set policy. Therefore, in keeping with its Mission, Vision and Governing Values, the Board affirms its duty to develop, amend, approve and implement policies that are consistent with the Gospel of Jesus.
- In the development, amendment and implementation of policies and the attendant administrative procedures, a transparent process that engages a diverse community of stakeholders within the Catholic education community must be evident.
- The Board has a duty to set policy within the framework of a Policy Governance Model that reflects Results Based Accountability.
- In order to achieve the Mission, Vision and Governing Values, clear direction must be established.
- The Director of Education, or designate, is responsible for developing administrative procedures that provide the mechanisms for the implementation of policy.

## Requirements

- Policies must be consistent with the Mission, Vision and set of Governing Values.
- The Board must identify the rationale which serves as the basis of justification for the existence of such policy.
- The Director of Education, or designate, shall recommend to the Board through its Policy Committee, the policies to be developed and reviewed and brought to the Board for approval on an annual basis or as required. Such recommendation shall be based on legislative requirements, the needs of the system, current issues and input received from stakeholder groups and members of the Catholic education community.
- In consultation with the Chair, the Director of Education shall recommend to the Board through its Policy Committee, the By-Laws be reviewed in accordance to subsection 14.2 of the Board's By-Laws, as required.
- In accordance with section 14 of the Board's By-Laws, subsection 14.1, an individual trustee may give notice of an amendment to the By-Laws. Such notice will be referred to the Policy Committee for study and report.
- The organizational framework for the Board's policies shall include the following categories:
  - Management
  - Education
  - Personnel
  - Facility and Maintenance
  - Public Relations
- All policies, new and revised, shall be brought forward by the Policy Committee to the Board of Trustees for first reading.
- Following first reading of any new policy, the policy will be vetted for input through stakeholder groups as determined by the Director or designate, typically for a period of three (3) weeks. The time frame for the consultation process may be adjusted as appropriate to the specific policy, as determined by the Policy Committee.
- Following stakeholder input, all new policies shall return to the Policy Committee for review, and possible revision before being referred to the Board for second reading.
- A legal opinion shall be sought at the discretion of the Director, or designate, for policies and the attendant administrative procedures prior to the Policy Committee's recommendation to bring forward a policy to the Board for third and final reading and approval. In consultation with the Director, the Policy Committee ~~or an individual trustee~~ can request a legal opinion.
- First, second and third readings shall occur at separate Board meetings unless, upon specific motion of the Board, second and third readings are combined.

- Policy must be approved by a two-thirds (2/3) majority vote of the Board after third reading.
- Where a combined reading of second and third occurs, a three-quarters (3/4) majority vote of the Board is required.
- For Amendments to existing Board Policies - Input from stakeholder groups will be solicited with a simple majority of the Policy Committee. The time period and process will follow the same vetting process as for any new policy that passes first reading.
- Amendments to existing Board Policies require only one reading with the exception of Amendments to Board Policies that will be submitted for stakeholder input which will require two readings.
- Any decision not to comply with Board Policy will require a three quarters (3/4) majority vote.
- The Director of Education shall establish administrative procedures to support policies, where appropriate, at the discretion of the Director.
- The Board shall receive as information administrative procedures for all new policies as appropriate, or as the administrative procedures are developed, where a policy may initially not have required an administrative procedure.
- The Director shall approve administrative procedures attendant to a policy once the policy has received third and final reading and approval by the Board.
- Notwithstanding this policy, the Board reserves the right to waive the policy development and implementation process for reasons including, but not limited to, meeting the timelines due to legislative requirements and issues of safety.
- Board policies, once approved or amended, will be communicated throughout the system and broader Catholic community.
- Board policies will be implemented through the Director of Education.

APPROVED: Regular Meeting of the Board

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

Policy I-07 Protection of Privacy	Item 3.2
January 8, 2019	

### Purpose

To provide for the consideration of the Policy Committee revisions to *Policy I-07 Protection of Privacy* as recommended by staff.

### Commentary

*Policy I-07 Protection of Privacy* was last revised in April 2016, and has been reviewed in keeping with the current policy review cycle. The Associate Policies and Procedures list was updated and will include a link to the new Privacy Breach Procedure which was adopted on December 17, 2018, and the removal of the reference to Procedure VI-93 Cross Panel Sharing of Student Information which was rescinded on December 17, 2018. The list of references was update to include accurate information. Definitions not relevant to the policy were removed. The majority of the revisions to the policy were made to remove repetition and to streamline the information included in the document.

The revised *Policy I-07 Protection of Privacy* is attached for review and consideration by the Policy Committee.

### Recommendation

The following recommendation is presented for the consideration of the Board:

<p>Moved by:</p> <p>Seconded by:</p> <p><b>That</b>, the Policy Committee recommends that <i>Policy I-07 Protection of Privacy</i>, be forwarded, along with amendments, to the January 15, 2019 Regular Board Meeting for approval.</p>
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Report Prepared by: S. Vieira  
Manager, Privacy and Records Information Management

Report Submitted by: P. Daly  
Director of Education and Secretary of the Board

<b>Protection of Privacy</b>	
<b>Adopted:</b> December 15, 2015	<b>Last Reviewed/Revised:</b> April 19, 2016
<b>Next Scheduled Review:</b> 2018-2019	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-81 Privacy Procedure</a> <a href="#">VI-51 Privacy Breach Procedure</a> <a href="#">I-02 Records and Information Management Policy</a> <a href="#">VI-82 Records and Information Management Procedure</a> <a href="#">I-30 Video Surveillance</a> <a href="#">VI-83 Video Surveillance Procedure</a> <a href="#">VI-93 Cross Panel Sharing of Student Information (Rescinded)</a>	

## Purpose

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

## POLICY

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

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

## Application and Scope

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



## References

[The Education Act](#)

[The Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[The Personal Health Information Protection Act \(PHIPA\)](#)

[Personal Information Protection and Electronic Documents Act \(PIPEDA\)](#)

[Ontario Student Record Guidelines – Ministry of Education](#)

[Privacy and Information Management toolkit – \(PIM\) – developed by the PIM Taskforce](#)

[Privacy Breach Protocol](#)

## Definitions

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

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

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

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

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

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

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

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

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

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

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

**Personal Information** - recorded information about an identifiable individual including:

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

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

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

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

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

- Correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial, or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and
- Subject to the regulations, any record that is capable of being produced from a machine-readable record under the control of an institution by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the institution (document).
- ~~**Retention Period** is the period of time during which a specific record or record series must be kept before records in that series may be disposed of.~~

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

## Principles/Requirements

- The Board is responsible for personal information under its control and custody and is committed to the protection of privacy and recognizes that all employees are responsible for the protection of personal, confidential and sensitive information entrusted to them:
  - ~~In accordance with MFIPPA and PHIPA, employees of the Board responsible for collecting personal information on private individuals and other Board employees, will do so in accordance with the applicable Act, and to the best of their abilities and knowledge, ensure the accuracy of that information.~~
- All records, regardless of their physical form or characteristics are the property of the Board and subject to its control;
- ~~Control shall be exercised over the creation, distribution, utilization, retention, storage, retrieval, protection, preservation and final disposition, in accordance with the appropriate legislation.~~
- The public has a right of access to information of a publicly funded institution.
  - Access to information can be handle through routine disclosure and active dissemination of information for general Board information.

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



APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_

*Chair of the Board*

<p>Policy II-39 Progressive Discipline &amp; Safety in Schools Code of Conduct – Suspension and Expulsions</p>	<p><b>Item 3.3</b></p>
<p>January 8<sup>th</sup>, 2019</p>	

**Purpose**

To provide for the consideration of the Policy Committee revisions to *Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions* as recommended by staff.

**Commentary**

*Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions* was last reviewed in June 2016. In response to recent changes in Cannabis Legislation and the Smoke Free Ontario Act, changes have been made to the policy. References have been removed from the Purpose section in order to align with the current policy template; and some additions were made. Specific changes were made to align with wording in the Smoke Free Ontario Act. Some bullets in the Requirements section have been removed because of duplication; and changes were made throughout to better align the policy with the revised PPM 145: Progressive Discipline and Promoting Positive Student Behaviour.

The revised *Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions* is attached for review and consideration by the Policy Committee.

**Recommendation**

The following recommendation is presented for the consideration of the Board:

<p style="text-align: center;">Moved by: Seconded by:</p> <p><b>That</b>, the Policy Committee recommends that <i>Policy II-39 Progressive Discipline &amp; Safety in Schools Code of Conduct – Suspension and Expulsions</i> be forwarded, along with amendments, to the January 15<sup>th</sup>, 2019 Regular Board Meeting for approval.</p>
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**Item 3.3** | Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions

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Report Prepared by: J. Crowell  
Superintendent of Education

Report Submitted by: P. Daly  
Director of Education and Secretary of the Board

Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions	
<b>Adopted:</b> January 15, 2008	<b>Last Reviewed/Revised:</b> June 21, 2016
<b>Next Scheduled Review:</b> April 2019	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a> <a href="#">I-11 International Student Admission Requirements (Fee Paying Students)</a> <a href="#">I-14 Smoking/Vaping Ban</a> <a href="#">I-30 Video Surveillance</a> <a href="#">VI-83 Video Surveillance Procedure</a> <a href="#">I-43 Use of Technology and Digital Citizenship</a> <a href="#">II-03 Principal Designate in Schools</a> <a href="#">II-10 Releasing Students from School</a> <a href="#">II-12 Management of Aggressive Student Behaviours Within Our Schools</a> <a href="#">II-26 Managing Student Risk in Interschool Sports</a> <a href="#">II-28 Alcohol, Tobacco, Vaping, and Drug Education and Abuse in Schools</a> <a href="#">II-40 Bullying Prevention and Intervention</a> <a href="#">II-41 School Uniform Dress Code – School Dress Code</a> <a href="#">II-45 Equity and Inclusive Education</a> <a href="#">VI-54 Equity and Inclusive Education</a> <a href="#">III-15 Workplace Violence</a> <a href="#">III-16 Workplace Harassment</a>	

## 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](#) (as amended).

~~This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the Education Act, as amended and: PPM 128 Provincial Code of Conduct and School Board Codes of Conduct; PPM 144 Bullying Prevention and Intervention; PPM 145 Progressive Discipline and Promoting Positive Student Behaviour; PPM 141 School Board Programs for Students on Long Term Suspension; PPM 142 School Board Programs for Expelled Students; and Reg. 472/07 Suspension and Expulsion of Pupils – Mitigating Factors.~~



This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the Education Act, as amended and Ministry of Education Policy Program Memoranda (PPMs) included in the references below.

## References

[Education Act](#)

[Ontario School Code of Conduct](#)

[PPM 128 Provincial Code of Conduct and School Board Codes of Conduct](#)

[PPM 144 Bullying Prevention and Intervention](#)

[PPM 145 Progressive Discipline and Promoting Positive Student Behaviour](#)

[PPM 141 School Board Programs for Students on Long Term Suspension](#)

[PPM 142 School Board Programs for Expelled Students](#)

[Reg. 472/07 Suspension and Expulsion of Pupils – Mitigating Factors](#)

[Statutory Powers Procedure Act](#)

[Ontario Human Rights Code-](#)

## Application and 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 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)* and provisions of the *Education Act (as amended)*.

**Policy No. II-39** | Progressive Discipline & Safety in Schools Code of Conduct –  
Suspensions & Expulsions

- 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:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement.
- respect and treat others fairly, regardless of, for example age, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or appearance, citizenship, colour, disability, ethnic origin, gender, gender expression, gender identity, place of origin, race, religion, or sexual orientation;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- 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:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons, replica, illegal and/or restricted drugs;
- give alcohol ~~illegal/restricted drugs, or cannabis~~ to a minor;
- commit robbery;
- be in possession of any weapon or replica, including firearms;
- use any object to threaten or intimidate another person.
  
- cause injury to any person with an object;
- ~~• be in possession of, or be under the influence of, or provide others with alcohol, illegal and/or restricted drugs/substances;~~
- ~~• be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes) and illegal drugs;~~
- ~~• provide others with alcohol, illegal/restricted drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);~~

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

## Requirements

- The *Provincial Code of Conduct, (as amended)*, 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.
- 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 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.
- 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 an 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 must develop a ~~Safety-safety Support-support Plan-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.
- 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.

### **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.

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:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal drugs/substances or, unless the pupil is a medical cannabis user, cannabis;
3. Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis and/or illegal/restricted drugs/substances;



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

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

### **Mitigating Factors and Other Factors:**

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 duration; or 3) 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:**

The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of suspensions and 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 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

<p>Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools</p>	<p><b>Item 3.4</b></p>
<p>January 8, 2019</p>	

**Purpose**

To provide for the consideration of the Policy Committee revisions to *Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools* as recommended by staff.

**Commentary**

*Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools* was adopted in January 2016, and has been reviewed in keeping with the current policy review cycle. A minor change was made to clarify requests involve students.

The revised *Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools* is attached for review and consideration by the Policy Committee.

**Recommendation**

The following recommendation is presented for the consideration of the Board:

<p style="text-align: center;"><i>Moved by:</i></p> <p style="text-align: center;"><i>Seconded by:</i></p> <p><b>That</b>, the Policy Committee recommends that <i>Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools</i>, be forwarded, along with amendments, to the January 15, 2019 Regular Board Meeting for approval.</p>
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**Report Prepared by:**

S. Balogh  
Superintendent of Education, School Services

**Report Submitted by:**

P. Daly  
Director of Education and Secretary of the Board

<b>Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools</b>	
<b>Adopted:</b> January 19, 2016	<b>Last Reviewed/Revised:</b> N/A
<b>Next Scheduled Review:</b> October 2018	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-40 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools</a> <a href="#">V-04 School Fundraising Activities</a> <a href="#">VI-59 School Fundraising Activities</a> <a href="#">I-21 Corporate and Community Investment in Education</a> <a href="#">VI-85 Corporate and Community Investment in Education</a>	

## Purpose

To provide staff with a policy to address requests from a registered charitable and/or non-profit organization for the promotion and distribution of program-related materials to staff, parents and students through the Board's schools.

## Application and Scope

This policy applies to all requests submitted to the Board for the promotion/distribution of activities/materials from charitable, non-profit and commercial organizations as well as the distribution of program-related materials.

## References

**Refer to Administrative Procedure VI-40 Request for Promotion and Distribution of Program-Activity Related Materials through Board Schools.**

## Principles

The Halton Catholic District School Board:

- recognizes that no advertisement shall be placed in a school, on school property or announced to the pupils without the consent of the Board. *[as per Regulation 298 Section (24)];*

- recognizes its responsibility to ensure that students and families in our school system are not to be exploited for commercial purposes;
- will not accept any request for the promotion and distribution of program/activity related materials to students/parents or staff from commercial organizations;
- recognizes its responsibility as a publicly funded Catholic educational organization, to assist, to the best of its ability, with the distribution of information of worthwhile registered charitable and non-profit organizations consistent with the Board's Mission Statement, governing values and Gospel values.

## Requirements

In order to be considered for approval to distribute material within the Halton Catholic District School Board, the following criteria must be met:

### Criteria for Consideration for Approval:

- must concur with the teachings of the Roman Catholic Church;
- must be in agreement with the Vision of the Halton Catholic District School Board;
- must be a charitable or not-for-profit organization. A valid charitable registration number **must** be provided or proof of non-profit status;
- may be material from all levels of government (municipal, regional, provincial or federal) and approved community-based partners;
- may be information related to teacher or staff resources, curriculum materials, workshops, presentations or guest speakers.

### Requests that do not qualify for Consideration for Approval:

- material or messages related to political parties, candidates or groups;
- material from for-profit organizations or individuals or that contain logos of political or for-profit organizations;
- material related to tutors or any tutoring organizations;
- ~~requests that student(s) distribute materials/products to private homes. send a student to a private home.~~

APPROVED: Regular Meeting of the Board



AUTHORIZED BY: \_\_\_\_\_

*Chair of the Board*



<b>Privacy Procedure</b>	
<b>Adopted:</b> October 31, 2016	<b>Last Reviewed/Revised:</b> December 17, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-07 Protection of Privacy</a> VI-51 Privacy Breach Procedure	

## Purpose

The Halton Catholic District School Board (HCDSB) is committed to the protection of privacy and complies with the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, (MFIPPA), the *Personal Health Information Protection Act* (PHIPA), the *Personal Information Protection and Electronic Documents Act* (PIPEDA) and any other applicable privacy legislation.

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

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

## Application and Scope

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

## Principles

The Board adheres to the following 10 Privacy Principles:

1. Accountability and Responsibility
2. Specified Purposes
3. Consent
4. Limited Collection

5. Limiting Use, Retention, and Disclosure
6. Accuracy
7. Safeguards
8. Openness and Transparency
9. Access and Correction
10. Challenge and Compliance

## Requirements

### 1. Accountability

The Director of Education is accountable for the action taken and decisions made under MFIPPA and ensures there is oversight of and compliance with the privacy policy and procedures and may appoint a staff designate who shall, pursuant to applicable legislation be responsible for:

- Administering and ensuring compliance with respect to the collection, use, disclosure and retention of personal information;
- Ensuring that procedures are in place regarding third party service providers who have custody of personal information on behalf of the Board.
- Processing of all Freedom of Information Request, appeals, mediation
- Managing the process for the correction of personal information
- Managing and overseeing privacy breaches
- Communicating and providing training opportunities to staff

### 2. Specified Purpose - Collection Of Personal Information

The Board only collects personal information when it is necessary for providing for the education for students and/or the employment of school board employees or as required and authorized by law.

The Board has adopted the following practices to standardize how it collects personal information and personal health information:

- Personal information will only be collected for a specified purpose, noting the legislative authority for the collection;
- Personal information collected by the Board shall be kept in accordance with the provisions of MFIPPA and the PHIPA as well as any other applicable privacy legislation, and Ministry guidelines.
- When collecting personal information:
  - collect personal information directly from the individual to whom it relates. If using an indirect or alternative manner of collection, staff must adhere to the specific provisions stipulated in MFIPPA and PHIPA;

- Make every attempt to ensure the accuracy and integrity of personal information and collected;
- Obtain, prior to collection, the necessary consents as prescribed by the relevant legislation;
- When collecting information on forms, websites or through surveys ensure you must have a disclaimer which indicates the legal authority for the collection of the information, purpose(s) for which the personal information is to be used; and provide the contact information of the appropriate staff position that will be able to answer questions regarding the collection.
- On an annual basis the Board will provide notice to parents and students regarding the Routine Collection, Use and Disclosure of Student Personal Information. See Appendix A.

### **3. Consent**

The Board will seek consent, if required, for the use or disclosure of personal information and/or personal health information at the time of collection.

- Individuals can give consent in many ways, but the type or form of consent is dependent upon the circumstances; for example:
  - Explicit, Written Consent, where a form is used to seek consent, inform the individual of the use that will be made of the information, and collected the information to be used. By completing and signing the form, the individual is giving consent to the collection and the specified uses.
  - Oral Consent in limited circumstances, consent will be accepted orally when information is collected over the telephone and is:
    - Subject to legal or contractual restrictions and reasonable notice, an individual may withdraw consent at any time
  - The Board will inform the individual of the implications of such a withdrawal;
    - If an individual withdraws his/her consent the Board will stop collecting, using, disclosing or retaining information upon receipt of the withdrawal of consent, or abiding by the directions of the individual in the case of variation of consent.

### **4. Limited Collection, Limiting Use, Retention And Disclosure**

The Board will comply with legislation that restricts the use of personal information to the purpose for which it was collected, a consistent purpose, purposes to which the individual consents and other limited circumstance:

The Board will only retain records containing personal information in accordance with the Board's Retention Schedule and for the period stated in the appropriate privacy legislation;

The Board will make an informed decision considering all relevant circumstances before disclosing the personal information;

- a. These considerations will include whether the disclosure is in the interest of the individual(s) and whether the disclosure is necessary for providing for the education of students or administering the employment of Board employees. Consequently, disclosure of personal information is only provided to employees and third party service providers who require this information to perform their duties.
- b. When the Board receives requests for personal information from the Ministry of Education, other ministries, other Ontario school boards/authorities or private agencies, they will verify the legal authority for the disclosure

## **5. Accuracy**

- a. The Board will routinely request personal information to be updated.

## **6. Safeguards - Protection Of Information**

To protect the personal information within the custody and/or control of the Board the following standards shall apply:

- Access to personal information shall be restricted to only those employees requiring access in order to carry out their duties;
- Personal information shall not be disclosed to member of the public, the Board, Trustees, or other staff without the consent of the individual to whom the information relates, or in accordance with legislation;
- Personal information should not be discussed in public areas where it may be overheard by others who are not otherwise authorized to have such information;
- Personal information should not be left exposed or visible on desks or on computer screens. Staff should lock computer screens and put physical records containing personal information away in a secure location when it is not in use;
- Records and files containing personal information should not be removed from Board worksites, unless required to complete duties and responsibilities of the position, for example, the marking of tests;
- System, software and email passwords allowing access to personal information must not be shared, posted or disclosed to others;
- Confidentiality and privacy statements are to be included on all email and fax transmissions;
- Cabinets or storage locations containing personal information and/or personal health information must be secured at the end of each day or when not in use.
- Personal information must be disposed of to ensure confidentiality of the information, shredding is the recommended method
- The Board must ensure that devices containing Personal Health Information are encrypted

- Upon resignation from the Board or transfer to another location, all files containing personal information on employees in paper or electronic format will be forwarded to the Human Resources Department, for storage in their personnel file;
- All parent personal information provided to a Catholic School Council for purposes of supporting parent engagement will be returned to the principal at the end of the school year and destroyed.
- The Board will monitor the implementation of security safeguards and privacy risk management by employees and third-party service providers by conducting periodic checks and other measures.
- Identifiable threats to safeguarding personal information will be addressed and alternate practices put in place.

## **7. Openness And Transparency**

- Policies and practices relating to the management of personal information are made readily available to the public.

## **8. Access And Correction**

### **Access**

- The public has a right of access to information of a publicly funded institution.
- Access to information can be handle through routine disclosure and active dissemination of information for general Board information.
- Access to information may also be handled through the formal access to information request process.
- An individual has the right to personal privacy with respect to records in the custody and/or control of the Board.

### **Correction**

- When an individual successfully demonstrates the inaccuracy or incompleteness of personal information or personal health information, the Board will amend the information as required.
- Depending upon the nature of the information challenged, amendment involves the correction, deletion, or addition of information.
- Where appropriate, the amended information will be transmitted to third party service providers having access to the information in question.

## **9. Challenge And Compliance**

- An individual has the ability to address or challenge compliance with the above principles to the Director of Education and the Office of the Information Privacy Commissioner.

### **Privacy and Social Media Requirement**

1. Any information shared via the Board's social media accounts are subject to the provisions of MFIPPA. This means that social media information may be accessed and disclosed in response to an access request under MFIPPA, or a legal proceeding.
2. To protect their own privacy and privacy of others, employees should not include personal information in comments or any other content posted within a Social Media account registered to the Board. Personal information includes home addresses and telephone numbers, photographs containing images of identifiable individuals, and any other information consisting of personal information as defined in the Act.
3. Prior to the posting of student work, names, photos, or video of students, we need to ensure that we have signed consent to share this information, please complete a balance and check with the consent form sent home in September

### **Responsibility**

#### **Trustee(s) Own Records**

The provisions of MFIPPA cover records that are in the custody or under the control of the Board. This includes information created by a third party that has been provided to, or obtained by the Board. Trustee(s) records are considered personal records and are not subject to MFIPPA if they are not related to the discharge of the Trustee(s) responsibilities as a member of the Board and they are not in the custody and/or control of the Board.

#### **Superintendents, Administrators, Managers and Supervisors**

Superintendents, Administrators, Managers and Supervisors shall be responsible for overseeing the collection, use, and routine disclosure of information and records associated within their area of responsibility. This includes:

1. Administer all requests for access to **general non-confidential** information in accordance with MFIPPA;
2. Ensuring all personal information is managed and protected in accordance with the privacy policy and procedure and all applicable privacy legislation and Ministry guidelines;
3. Administer and ensure communication of the privacy policy and procedure to all staff;
4. Ensure programs and services within their service area integrate protection of personal privacy requirement into the development, implementation, evaluation and reporting activities;
5. Promote a culture and business practices that ensures Board information is shared and accessible to the greatest extent possible while respecting the security and privacy requirements of personal information. This includes the use of third-party data sharing agreements when personal information is shared beyond the Board or with agents of the Board.

#### **Manager, Privacy, Records and Information Management Services**

The Manager, Privacy, Records and Information Management Services will be designated by the Director of Education, as the individual to oversee compliance of MFIPPA and PHIPA legislation.

1. Develop and implement policies, programs and services for the management and protection of personal information based on MFIPPA, PHIPA, Education Act, and the Ontario Student Record (OSR) guidelines.
2. In partnership with Superintendent, Administrators, Managers and Supervisors of Departments and programs, ensure implementation of this policy and review practices for collecting and managing personal information holdings at the Board;
3. Consult with staff to meet privacy requirements as identified in the privacy policy and procedures, applicable legislation, and privacy standards;
4. Ensure proper notice is given and the required level of consent is obtained (as required) prior to the collection of all personal information;
5. Coordinate the response to complaints regarding the misuse of personal information;
6. Investigate reports of privacy breaches;
7. Sign-off and execute recommendations of any Privacy Impact Assessment (PIA) report prior to implementation of technology, system, program or service involving the collection or use of personal information;
8. Develop guidelines, training material and other tools as required to assist staff and the public on matters pertaining to the collection, use and disclosure of personal information;
9. Ensure that adequate disposal processes for personal information are in place and adhered to;
10. Be responsible for the receipt, coordination of responses for all formal access requests received pursuant to MFIPPA in collaboration with all Departments and Program Areas;
  - a. Official requests for access to information will be directed to the FOI Officer, for registration, documentation and receipt acknowledgement;
  - b. A copy of all requests will be directed to the Director of Education or designate for information and to the appropriate supervisory officer for response;
  - c. All responses will be forwarded to the FOI Officer for review, final documentation and dispatch to the requestor;
  - d. Any delay in preparing a response within thirty (30) calendar day limit, as noted in MFIPPA, will be promptly forwarded to the FOI Officer, to ensure appropriate notice is given to the requestor and in accordance with MFIPPA;
  - e. Where permissible request processing fees are estimated to exceed \$25.00, a cost estimate will be sent to the FOI Officer, for the appropriate action.
11. Assist the public with requests for access to information as required.

### **Senior Administrator Information Technology**

The Senior Administrator, Information Technology shall be responsible for:



1. In collaboration with the Manager, Privacy, Records and Information Management Services, implement Privacy and Information Management principles in Enterprise Architecture, Information Technology policies, standards, procedures and technologies where appropriate;
2. Create personal information privacy and security standards for technologies that will ensure adequate safeguards and compliance for those technologies or technological processes that collect, use, disclose or retain personal information and/or personal health information;
3. Conduct Risk Assessments (such as Privacy Impact Assessments Threat Risk Assessments and Vulnerability Assessments) on technological systems involving the collection or use of personal information or personal health information to implement or deployment.

**Staff**

Staff shall be responsible to:

1. Understand their responsibilities to protect privacy in executing their operational duties;
2. Ensure responsibility for the privacy of the Halton Catholic District School Board business information regardless of the technology used to manage the information;
3. Be aware of and adhere to their privacy responsibilities noted in the Board's Acceptable Use Policy;
4. Be aware and adhere to their privacy responsibilities noted in the Video Surveillance Policy;
5. Make every reasonable attempt to ensure that all personal information collected is accurate, complete and up-to-date;
6. Assist the public with requests for access to information and disclosure of routine records and information (where appropriate) that are within their scope of responsibility;
7. Adhere to the disposal requirements contained in this and other records management policies and procedures of the Board.

APPROVED: Regular Meeting of the Administrative Council

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



## APPENDIX A

### NOTIFICATION OF THE ROUTINE COLLECTION, USE AND DISCLOSURE OF STUDENT PERSONAL INFORMATION

**This document must be sent home annually and posted on the Board and school website.**

The Halton Catholic District School wants parents to understand how we use and disclose student personal that is collected pursuant to our obligations set out in the Education Act and in accordance with the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*.

The Education Act authorizes school boards to collect personal information, for planning and delivering educational programs and services which best meet students' needs and for reporting to the Minister of Education as required. The "Act" also requires that the school principal maintain an Ontario Student Record (OSR) for each student attending the school. The OSR is a record of a student's educational progress throughout school in Ontario and follows students when they transfer schools.

Under the MFIPPA, personal information may be used or disclosed by the Halton Catholic District School Board (The Board):

- For the purpose for which it was obtained or a consistent purpose (a purpose consistent for the reason collected).
- To board officers or employees who need access to the information in the performance of their duties if necessary and proper in the discharge of the board's authorized functions.
- To comply with legislation, a court order or subpoena or to aid in a law enforcement investigation conducted by a law enforcement agency; and, in compelling circumstances affecting health or safety (providing notice of the disclosure is sent to the student's home).

The following are routine collection, uses and disclosures of student personal information:

1. Student personal information, including the OSR will be used by authorized school and board staff for developing an educational program which best meets the student's needs. Information about your student may be shared between both elementary and secondary schools to support the transition of the student.
2. Secondary schools will share information about each student's progress throughout secondary school with the student's previous elementary school to support continuous improvement of the elementary school program for all students.
3. Student personal information such as home address, photo, life-threatening medical emergency information, accessibility and safety needs and emergency contact information will be released to the Halton Student Transportation Services (HSTS) and the contracted bus companies responsible for transporting students in order to administer the Board's contracted transportation program.

4. Student accidents that take place during school or on school-sponsored activities will be reported to the Board insurer. Reports include the name of the injured student(s) and details about the incident as well as the name and contact information of witnesses to the accident.
5. Student information may also be shared with the Region of Halton Public Health Dept. in accordance with the Immunization of School Pupils Act. Please note that communicable diseases (e.g., Measles, Tuberculosis) are reported in accordance with the Health Promotion and Protection Act. Limited student information related to violations of the Smoke Free Ontario Act may also be reported to the Public Health Department.
6. Student information may also be shared with the Halton Children's Aid Society as required by law.
7. Student information may also be shared with medical responders or the hospital when responding to a medical emergency.
8. Phone numbers will be used on emergency telephone lists. Examples include emergency contact lists to facilitate contact with parents during emergencies (e.g. inclement weather); safe arrival programs, which may be staffed by parent volunteers, to contact parents where a student is absent, and the parent/guardian has not notified the school of the absence.
9. Information may be used to deal with matters of health and safety and may be required to be disclosed in compelling circumstances or for law enforcement matters.
10. Student work, including student names, may be displayed in the classroom or in school hallways, or may be shared with the public through science fairs, school and board newsletters, writing/coloring/poster contests, community events, fairs, school programs, brochures, celebration of sacraments and similar events/locations outside the school setting, with consent.
11. Birthday congratulations may be announced over the PA system and/or in the classrooms.
12. Students may be recorded or photographed by their classroom teacher in school or during school activities as part of their educational program and for assessment purposes with appropriate consent.
13. Contracted photographers will take individual and class photos of students. These photos along with student names will be used for administrative and archival purposes, on student cards, in school yearbooks and will be offered to parents for purchase.
14. Limited student information will be provided to the Local or Provincial Athletic Associations for sports team eligibility (e.g. HCAA, GHAC, OFSAA) when your student joins a sports team.
15. Secondary schools will send marks, transcript and contact information regarding potential graduates to Ontario application centers for both College and University to support the post-secondary application process.
16. Student names and/or photographs may be printed in school programs (e.g. commencement or graduation programs, school plays and musical productions, student awards, academic and athletic awards and plaques, school brochures, honor roll and classroom assignments) and in school yearbooks (print & digital) with the appropriate consents.

17. Surveillance equipment may be used in schools and on buses to enhance the safety of students and staff, to protect property against theft or vandalism, and to aid in the identification of intruders.
18. Indigenous ancestry information of First Nation, Métis and Inuit students who chose to voluntarily, self-identify will be used to allocate resources, improve student learning and student success, and to offer individualized supports and opportunities to students and families. Indigenous information will also be reported to the Ministry of Education and the Education Quality Accountability Office (EQAO).
19. Student names, date of birth, student number and classroom are shared with School Cash Online, so parents may remit payment for student activities electronically.
20. As part of the Board's commitment to 21st century learning, students with the supervision of the classroom teacher will be using Ministry and Board approved tools in the classroom. Within these environments, students may use wikis, blogs, podcasts, video conferencing and surveys. The Board supports the following tools; G-Suite for Education, Desire to Learn (D2L), Microsoft Office 365, My Blueprint, and School Messenger.
21. Students will be provided with a HCD SB email account in accordance with board guidelines.
22. If appropriate, information will be shared with the Board's Newcomers Centre, Interpreters and Settlement Workers.
23. As required by the Personal Health Information Protection Act (PHIPA) and Education Act, parental/guardian consent will be sought prior to the involvement of child and youth counselors, social workers, psychological, behavioral or speech and language staff.
24. In accordance with MFIPPA, PHIPA and the Education Act, releasing personal information for any other purpose requires the informed consent of:
  - the parent/guardian for children under 16 years of age;
  - the parent/guardian and the student where the student is 16 and 17;
  - the student where the student is over 18
  - or is 16 or 17 years of age and has withdrawn from parental control.

If you have any concerns regarding how we collect, use and disclose personal information, please speak directly to your school principal. The above will apply, unless in discussion with the principal and an alternative resolution can be found.

<b>Privacy Breach Procedure</b>	
<b>Adopted:</b> December 17, 2018	<b>Last Reviewed/Revised:</b>
<b>Next Scheduled Review:</b> School Year	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-07 Protection of Privacy Policy</a> <a href="#">VI-81 Privacy Procedure</a>	

## Purpose

The Halton Catholic District School Board (HCDSB) is committed to the protection of privacy and complies with the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, (MFIPPA), the *Personal Health Information Protection Act* (PHIPA), the *Personal Information Protection and Electronic Documents Act*, and any other applicable legislation.

## Application and Scope

This procedure applies to all HCDSB employees, Trustees, and third-party service providers.

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

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

## References

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[Personal Health Information Protection Act \(PHIPA\)](#)

[Personal Information Protection and Electronic Documents Act \(PIPEDA\)](#)

## Principles

A privacy breach occurs when personal information is compromised, that is, when it is collected, used, disclosed, retained, or destroyed in a manner inconsistent with privacy legislation. Ontario school boards are governed by the following privacy statutes: Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA), and Personal Information Protection and Electronic Documents Act (PIPEDA).

Personal information can be compromised in many ways. Some breaches have relatively simple causes and are contained, while others are more systemic or complex. Privacy breaches are often the result of human error, such as an individual's personal information being sent by mistake to another individual (e.g., fax number, email address, etc.). In today's environment in which technology increasingly facilitates information exchange, sometimes a privacy breach can be more wide-scale, such as when an inappropriately executed computer programming change causes the personal information of many individuals to be compromised

## Requirements

### **Response Protocol for a Privacy Breach**

#### **Step 1 – Respond & Contain**

Assess the situation to determine if a breach has indeed occurred and what needs to be done;

- Report the breach to your immediate supervisor, contact the Manager of Privacy and Information Management.
- Identify the scope of the breach and contain it
  - retrieve the hard copies of any personal information that has been disclosed,
  - determine if the breach would allow unauthorized access to any other personal information [e.g., electronic information system],
  - change passwords and identification numbers
  - temporarily shut down the system
- Be sure to document the breach and containment activities;

#### **Step 2 - Assess**

Once the privacy breach is contained:

- Investigate with the involvement of other parties as necessary:
  - Identify and analyze the events that led to the privacy breach;
  - Evaluate what was done to contain it; and
  - Recommend remedial action so future breaches do not occur.
- Document the results of internal investigation using the Privacy Breach Report – Appendix A

### **Step 3 – Notify**

Determine if notification is required based on the extent and circumstances surrounding the breach.

#### **Method of Notification**

The method of notification shall be guided by the nature and scope of the breach and in a manner that reasonably ensures that the affected individual will receive it.

#### **Who is Responsible for Notification?**

Ideally the individual(s) shall be notified by the department associated with the breach. For example, where the breach is for student information, the Principal of the school shall be responsible for providing notification; where the breach is for staff information, Human Resources shall be responsible for providing notification.

#### **Notification will include:**

- description of the incident and timing;
- description of the information involved;
- the nature of potential or actual risks or harm;
- what mitigating actions were/are being taken;
- a contact person for questions or to provide further information; and/or
- contact information for the Information and Privacy Commissioner, of Ontario

### **Step 4 – Implement Change and prevention**

A prevention plan may address such issues as:

- Staff training
- Policy review or development
- Review of physical and/or technical security
- Review of relationships with third party service providers
- Audit to ensure that prevention plan has been fully implemented

APPROVED: Regular Meeting of the Administrative Council

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

## Appendix A

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### Privacy Breach Report

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Date of Incident

Name of School/Dept/Business:

Contact information (include contact name, title, facility address and work number/email)

Third Party reporting the Breach

Coordinates of other contacts if applicable

Identification of Third Party (include contact name, title, facility address and work number/email)

Details of the Incident:

1. Description of the breach (include the cause, any technological issues involved, location and discovery).
2. Description of the type of personal information involved (name(s) of individuals, contact information, financial, medical, etc.). \*\*Do not include the personal information in your response, stick to the types of information that was breached)
3. If the breach involved the loss or theft of a computer, tablet, USB stick, was it password protected or encrypted and if so, what is the procedure for implementing the protection?
4. How many individuals are affected?
5. What is the status of the individuals affected? Are they student, employees, trustees, others?
6. Do the parties know each other? (Co-workers, ex-spouses?)
7. Does the breach involve paper or electronic records?
8. How broadly has the personal information been disclosed?
9. Has any other organization (such as law enforcement) been notified of the breach? If so, when were they notified?
10. Is there any other investigation related to this breach? (Security, criminal, insurance, other?)
11. Describe the measures taken to contain the breach.
12. Has the information been recovered? If not, please explain the steps you have or will be taking to obtain the records?
13. Have the affected individuals been notified of the breach and of their right to complain to the Information and Privacy Commission of Ontario? (Was it my letter, email, telephone, other?)
14. Describe the measures contemplated or being taken to prevent a recurrence of this incident? Please include details of the training, new policies or procedures, other actions you will be taking?
15. Submit report to the Director of Education, cc appropriate Supervisory Officer.



<b>Cross Panel Sharing of Student Information</b>	
<b>Adopted:</b> December 11, 2017	<b>Last Reviewed/Revised:</b> Rescinded: December 17, 2018
<b>Next Scheduled Review:</b> 2020-2021	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-02 Records and Information Management;</a> <a href="#">I-07 Protection of Privacy;</a> <a href="#">VI-81 Privacy Procedure;</a> <a href="#">VI-82 Records and Information Management</a>	

## Purpose

The Halton Catholic District School Board is committed to provide schools with information and directions regarding the sharing of personal student information between elementary and secondary schools within the same school Board.

## Application and Scope

This policy applies to all staff in the Halton Catholic District School Board who are required, or are requested, to provide information about individual students between the elementary and secondary panels within the same school Board.

## References

[Municipal Freedom of Information and Protection of Privacy Act, \(MFIPPA\)](#)

[Personal Health Information Protection Act \(PHIPA\)](#)

[Privacy and Information Management \(PIM \) Toolkit – developed by the PIM taskforce](#)

[Ontario Student Record Guidelines, OSR – Ministry of Education](#)

## Principles

- The Halton Catholic District School Board acknowledges that students' information is collected, stored and maintained, on an individual basis for the improvement of instruction, and for the well-being of the student.



- The Halton Catholic District School Board understands that the sharing, interpretation and application of personal student information between the elementary and secondary panels will enhance the practical provision of educational services, which will ultimately benefit student learning.
- The Halton Catholic District School Board recognizes that a safe and welcoming environment is most conducive to learning, and will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory behaviour.
- The Halton Catholic District School Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code.
- The Halton Catholic District School Board expects that the cross panel sharing, interpretation, and application of personal student information will be done in a manner that is respectful of an individual student's rights to privacy and free from all forms of discrimination.
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## Requirements

In accordance with OSR guidelines, Policy I-07 Protection of Privacy and Policy I-02 Records Management:

- Students and parent/guardians must be notified in accordance with MFIPPA when information is required or requested about individual students between elementary and secondary panels. The notice must describe the personal information being shared, explain the purpose of the sharing and provide a contact person's information. This need only be done once on an annual basis. Notice must also be provided to new students upon registration
- The Board shall ensure that clear notice of this information is included on the Board's "Family Information/Consent Form" located on the Board's StaffNet site.
- Once the notice of Information Collection, located on the "Family Information/Consent Form" is signed by a parent/guardian, the following information may be shared under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the *Education Act*.
  - Student information provided to a secondary school in advance of a student's arrival:

### **i. STUDENT ATTENDANCE**

### **ii. STUDENT DEMOGRAPHICS:**

- |                                  |   |
|----------------------------------|---|
| • Student Name                   | • Current Grade   |
| • Gender                         | • Home Room   |
| • Date of Birth                  | • Special Education Status/Identification/Program Placement |
| • Board Student Number           | • ELL/ELD stage or level/Program Delivery                   |
| • Ontario Education Number (OEN) |   |

**iii. STUDENT ACHIEVEMENT:**

- Progress Report Card
- Provincial Report Card
- CTCS (Canadian Test of Cognitive Skills) [up to 2016]
- CCAT7 (Canadian Cognitive Assessment Test 7) [2017 on]

**iv. OTHER INFORMATION:**

- Suspensions/Expulsions
- Country of Birth
- Language Spoken at Home
- Aggregate information about a student's performance in secondary school provided to the former elementary school:
  - EQAO Grades 9 and 10 Results
  - Report Card Achievement Data
  - Credit Accumulation
  - Course Selection
- The sharing of elementary data with the secondary panel shall be consistent with the completion of the secondary registration form and/or the course selection form indicating the student's intention to attend a specific school.

<b>Progressive Discipline and Safety in Schools</b>	
<b>Adopted:</b> January 15, 2008	<b>Last Reviewed/Revised:</b> December 17, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<p><b>Associated Policies &amp; Procedures:</b></p> <p><a href="#"><u>II-39 Progressive Discipline and Safety in Schools Code of Conduct – Suspension and Expulsions</u></a></p> <p><a href="#"><u>I-11 International Student Admission Requirements (Fee Paying Students)</u></a></p> <p><a href="#"><u>I-14 Smoking - Vaping Ban</u></a></p> <p><a href="#"><u>I-30 Video Surveillance</u></a></p> <p><a href="#"><u>VI-83 Video Surveillance Procedure</u></a></p> <p><a href="#"><u>I-43 Use of Technology and Digital Citizenship</u></a></p> <p><a href="#"><u>II-03 Principal Designate in Schools</u></a></p> <p><a href="#"><u>II-10 Releasing Students from School</u></a></p> <p><a href="#"><u>II-12 Management of Aggressive Student Behaviours Within Our Schools</u></a></p> <p><a href="#"><u>II-26 Managing Student Risk in Interschool Sports</u></a></p> <p><a href="#"><u>II-28 Alcohol, Tobacco, Vaping, and Drug Education and Abuse in Schools</u></a></p> <p><a href="#"><u>II-40 Bullying Prevention and Intervention</u></a></p> <p><a href="#"><u>II-41 School Uniform Dress Code – School Dress Code</u></a></p> <p><a href="#"><u>II-45 Equity and Inclusive Education</u></a></p> <p><a href="#"><u>VI-54 Equity and Inclusive Education</u></a></p> <p><a href="#"><u>III-15 Workplace Violence</u></a></p> <p><a href="#"><u>III-16 Workplace Harassment</u></a></p>	

## Purpose

These procedures support the application of the Board’s Code of Conduct and the Standards of Behaviour described in the Ontario Code of Conduct, and the Education Act as amended.

## Application and 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.

## References

[The Education Act](#)

[Ontario School Code of Conduct](#)

[PPM 128 Provincial Code of Conduct and School Board Codes of Conduct](#)

[PPM 144 Bullying Prevention and Intervention](#)

[PPM 145 Progressive Discipline and Promoting Positive Student Behaviour](#)

[PPM 141 School Board Programs for Students on Long Term Suspension](#)

[PPM 142 School Board Programs for Expelled Students](#)

[Reg. 472/07 Suspension and Expulsion of Pupils – Mitigating Factors](#)

[Statutory Powers Procedure Act](#)

[Ontario Human Rights Code](#)

## 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.

### **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.

## Requirements

### 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.

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

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

### **Addressing Inappropriate Behaviour**

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



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

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

Interventions may include:

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

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

### **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.

**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*, 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
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**

1. The pupil's academic, discipline and personal history;
2. 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;
3. 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;
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.

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:

1. Name of the pupil;
2. Date of the incident or behaviour;
3. Nature of the incident or behaviour;
4. Considerations taken into account;
5. Progressive discipline approach used;
6. Outcome;
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.

### **Not Notifying a Parent/Guardian**

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

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

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

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

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

### **Response by Board Employees**

- An employee of the Board who observes a pupil behaving in a way that is likely to have a negative impact on school climate is required to respond to the behaviour.
  - These behaviours include bullying/cyberbullying, racist, sexual, sexist, or homophobic comments, slurs, and jokes or graffiti, as well as activities for which suspension and expulsion must be considered.
- This requirement applies to all board employees who work directly with students. This includes, but is not limited to, teachers, non-teaching staff in social work, child and youth work, psychology, and related areas, as well as educational assistants (PPM 145).
  - Responding may include asking a student to stop the inappropriate behaviour, naming the type of behaviour and explaining why it is inappropriate and/or disrespectful, and asking the student for a change in future behaviour.
- 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 drugs or, unless the pupil is a medical cannabis user, cannabis; being under the influence of alcohol, and/or illegal or restricted drugs/substances, and/or, unless the student is a medical cannabis user, cannabis
3. Swearing at a teacher or at another person in a position of authority;
4. 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;
5. Bullying which includes Cyberbullying (see Administrative Procedure VI-44);
6. Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board:
  - a) Any act considered by the principal to be injurious to the moral tone of the school;
  - b) Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
  - c) Any act considered by the principal to be contrary to the Board or School Code of Conduct including but not limited to the following:
    - academic dishonesty – attempting to deceive by cheating, copying or plagiarizing
    - defiance – refusal to comply with persons in authority
    - disorderly conduct – persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school
    - explosive devices – use of or possession of explosive devices
    - extortion – to take money, homework or property under threat of harm or duress
    - fire setting, bomb threat, fire alarm – setting a fire or an act that places individuals, property or community at risk
    - harassment – repeated comments or conduct that is known or ought to be known as unwelcome
    - hate crimes – words or actions considered offensive in reference to a person's age, appearance, culture, disability, gender, race, or religion
    - smoking/vaping in prohibited areas
    - theft – taking, possessing property without the permission of the owner
    - trespass – unauthorized presence on school property



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

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

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

### **Factors to Consider Before Deciding to Impose a Suspension**

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

### **Mitigating Factors**

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

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

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

### **Other Factors to be Considered**

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

1. The pupil's academic, discipline and personal history;
2. Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
3. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;



4. The impact of the discipline on the pupil's prospects for further education;
5. The pupil's age;
6. Where the pupil has an Individual Education Plan (IEP) or disability related needs,
  - a. Whether the behaviour causing the incident was a manifestation of the pupil's disability;
  - b. Whether appropriate individualized accommodation has been provided; and
  - c. Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
7. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

### **Progressive Discipline**

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

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

- restitution for damages;
- restorative practices; and/or
- transfer.

### **Factors Mitigating Decision to Suspend**

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

### **Consultation**

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

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

### **School Work**

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

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

### **Support for Students**

- All Board employees must take all allegations of gender-based violence, sexual harassment, and inappropriate sexual behaviour (PPM 145) and bullying (PPM 144) seriously and act in a timely, sensitive and supportive manner. See "*Pastoral Guidelines to Assist Students of Same-Sex Orientation*" in Policy II-45 Equity and Inclusive Education.
  - Boards must support students who are victims of serious student incidents and their parents by:
    - including the development of specific Student Safety Support Plans to protect the victim; and

- outline a process for parents to follow when they are not satisfied with the supports that their children receive.
  - If the adult pupil or the pupil's parent/guardian is not satisfied with the supports that their child has received, the parent/guardian may contact the Family of School Superintendent to address concerns as soon as possible and no later than ten (10) school days after the Safety Support Plan comes into effect.
- \*\* Serious student incidents are incidents that must be considered for suspension (s.306. (1) or expulsion s.310. (1)).
- Boards must refer students who are victims to a community agency that supports Catholic teachings where available and can provide the appropriate type of confidential support when his/her parents are not notified.
  - 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;
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.

### **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.
- 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 Family of School's Superintendent 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.

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.

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 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.
  - 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.

### **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.

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.

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.

### **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;
  - 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
- 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:



- i. If the Discipline Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;
- ii. Parties have the right to make submissions with respect to the suspension;
- iii. 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;

- i. If the pupil is expelled from the Board, they will be assigned to a program for expelled pupils;
- ii. If the pupil is expelled there is a right of appeal to the Child and Family Services Review Board.

g) The name and contact information for the Superintendent Responsible for Student Discipline. (see the template letter at Appendix 11)

**The Family of School Superintendent of Education will:**

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

**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;
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.

### **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
  - 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 of Alternative Learning

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

For students who are subject to a school expulsion, application may be made 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.

### **Other Requirements**

- 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.

### Suggested Classroom Teacher Intervention Options

- Problem solving/reflection sheet activity – sent home, signed by parent
- Speak with student – verbal reminder regarding appropriate behaviour
- Review Code of conduct/Behaviour
- Focus on teachable moments about cultural competencies to foster an inclusive learning environment
- Note in Agenda/Communication Book to parent
- Phone call to parent
- Reinforce/reward improved behaviour
- Detention
- Behaviour contract
- Loss of privilege, e.g. attending a school co-instructional activity
- Supervised area to complete work, if available
- Parent/teacher/student meeting
- Share information and redirection strategies with administration and support staff

### Office Consultation

- Discuss classroom interventions implemented
- Discuss alternative discipline options/interventions

### Office Referral

- Office referral form completed that includes classroom interventions that have been implemented

### Principal/Vice Principal Intervention Options

- Administrator speaks with student
- Review Code of Conduct with student and/or parent
- Phone call home to parent
- Letter to parent outlining concerns
- Office detention
- Supervised independent study – in school
- Logical consequence put in place
- Behaviour contract
- Consultation with support staff, e.g. SERT, CYC, BAT team, Psych services
- Meeting with parent and student
- Meeting with parent and support staff
- Referral to support staff and/or community agency
- Mitigating Factors have been considered
- May suspend or recommend expulsion

### Suspension

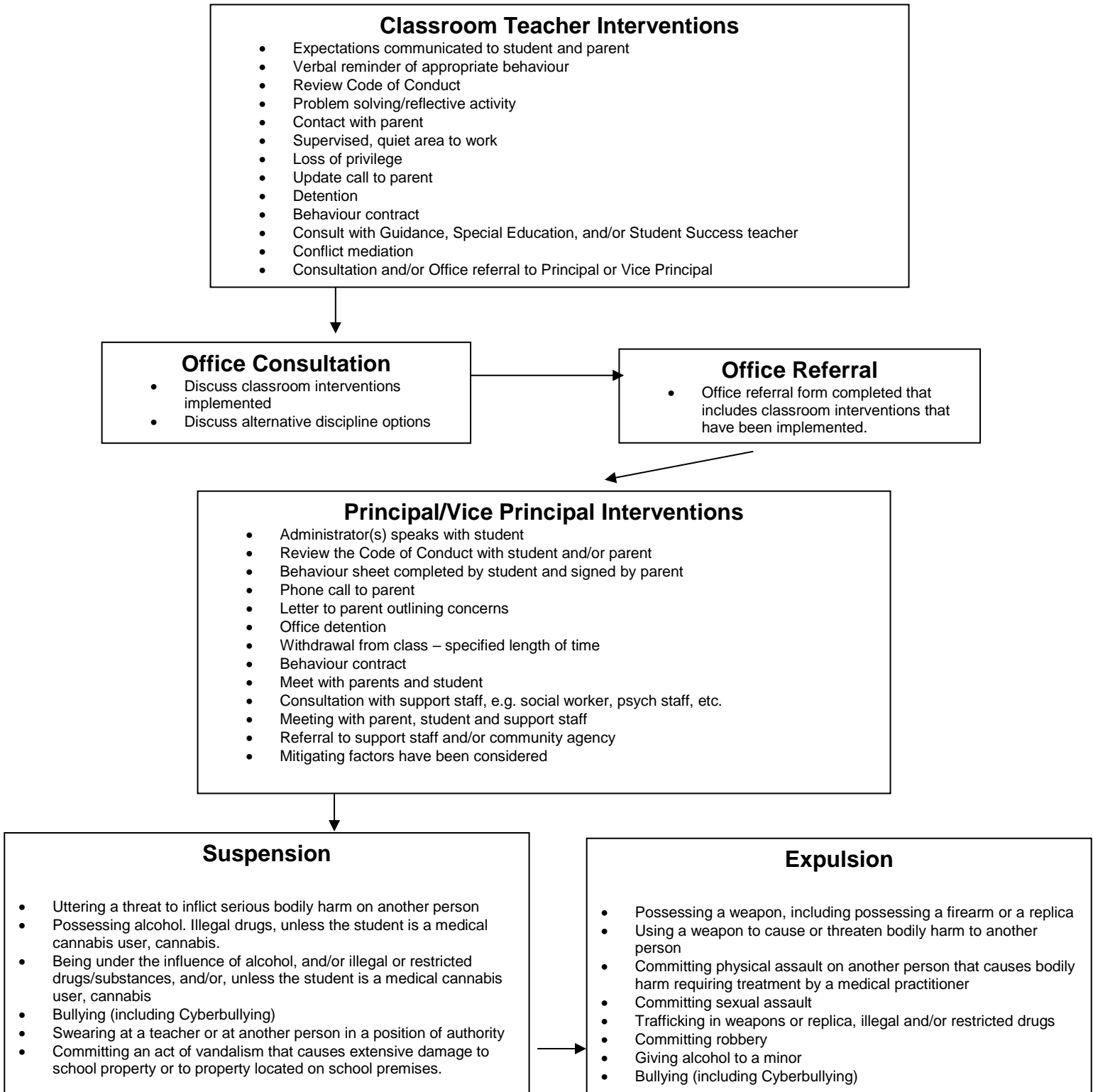
- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, illegal drugs, or unless the student is a medical cannabis user, cannabis
- Smoking/vaping in prohibited areas
- Being under the influence of alcohol, and/or illegal or restricted drugs/substances, and/or, unless the student is a medical cannabis user, cannabis
- Bullying (including Cyberbullying)
- 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 or to property located on school premises
- Other as outlined in Board policy

### Expulsion

- Possessing a weapon, including possessing a firearm or a replica
- Using a weapon to cause or 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 and/or restricted drugs
- Committing robbery
- Giving alcohol/illegal drugs or cannabis to a minor
- Bullying (including Cyberbullying)
- Other as outlined in Board policy

Appendix 2

Secondary - Progressive Discipline Chart



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**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;
- 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.

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**Appendix 4**  
**STUDENT DISCIPLINE**  
**EXPULSION HEARING GUIDELINES**

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**GENERAL INFORMATION**

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

Decision Not to Expel

- If the Discipline Committee decides not to expel the student, it will decide whether to:
  - a. confirm the suspension and the duration of the suspension;
  - b. confirm the suspension but shorten its duration, and order that the record of the suspension be amended accordingly; or 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. This form is to be held by the principal in their notes (and not in the OSR) for 3 years for a violent incident leading to suspension and 5 years for a violent incident leading to expulsion.

_____ <b>School Name</b>	_____ <b>Principal/Designate</b>
_____ <b>Date of Incident (d/m/y)</b>	_____ <b>Time of Incident (am/pm)</b>
_____ <b>Location of Incident:</b>	
_____ <b>Incident Reported by:</b>	

Serious Violent Incident	
<b>Involvement:</b>	<input type="checkbox"/> Student – Student <span style="margin-left: 200px;"><input type="checkbox"/> Student – School Personnel</span>
<b>Type of Incident:</b>	<input type="checkbox"/> Harassment/Threats of Serious Physical Injury <span style="margin-left: 100px;"><input type="checkbox"/> Hate Motivated Violence</span> <input type="checkbox"/> Physical Assault causing serious Bodily Harm <span style="margin-left: 100px;"><input type="checkbox"/> Possession of Weapon</span> <input type="checkbox"/> Robbery and Extortion <span style="margin-left: 100px;"><input type="checkbox"/> Use of Weapon</span> <input type="checkbox"/> Sexual Assault <span style="margin-left: 100px;"><input type="checkbox"/> Other</span> <input type="checkbox"/> Vandalism/Arson causing Extensive Damage to School Property
_____ <b>Description of Incident:</b>	
_____ _____	

<b>Alleged Perpetrator:</b>	<input type="checkbox"/> Student (Grade ____) _____ <b>Name:</b>	<input type="checkbox"/> Other _____ _____ <b>D. O. B. (d/m/y)</b> ____ / ____ / ____ <b>Age:</b> ____
<b>Address:</b>	_____ <b>Phone #:</b> _____	



Procedure No. VI-44 | Progressive Discipline and Safety in Schools

Complainant/Victim:  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 #: \_\_\_\_\_

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?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> 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: _____	_____	



Appendix 6B

VIOLENT INCIDENT FORM

(MINISTRY FORM)

THIS FORM IS TO BE KEPT IN THE O.S.R. FOR 3 YEARS FOR INCIDENTS LEADING TO SUSPENSION AND 5 YEARS LEADING TO EXPULSION.

Name of Student:

A. DESCRIPTION OF VIOLENT INCIDENT:

Dotted lines for description of incident

B. POLICE CONTACT:

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

C. SCHOOL/BOARD RESPONSE:

1. [ ] Suspension 2. [ ] Expulsion 3. [ ] Other

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

**NOTES:**

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## 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 of the Board and will be provided to the Discipline Committee. The Information Package includes a copy of the suspension letter, the Principal's Report of the Incident as well as your [email](#) requesting the appeal. For further information, please refer to the Board's *Administrative Procedure VI-44 Progressive Discipline and Safety in Schools* available on our Board's website [www.hcdsb.org](http://www.hcdsb.org). The Discipline Committee's determination will be provided to you in writing.

Please note suspension appeals will be heard orally, *in camera*, by the Discipline Committee of Trustees, as per page 19 of the *Progressive Discipline and Safety in Schools Procedure VI-44*, therefore recording of this meeting is prohibited.

Please advise me at your earliest opportunity if you intend to bring legal representation to the appeal. Should prior notice not be provided, it may be necessary for steps to be taken to reschedule the Suspension Appeal.

Please also 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.

## Procedure No. VI-44 | Progressive Discipline and Safety in Schools

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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 \_\_\_\_\_

Chair



**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





**APPENDIX 14A**

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 drugs or, unless the pupil is a medical cannabis user, cannabis. Being under the influence of alcohol and/or illegal or restricted drugs/substances, and/or, unless the pupil is a medical cannabis user, cannabis <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/illegal drugs, or cannabis to a minor <input type="checkbox"/> Any other activity for which a pupil may be expelled under board policy
5. Report Submitted By: Name: _____ Role in School Community: _____  Signature: _____ Date: _____  Contact Information: Location: _____ Telephone: _____	
6. FOR PRINCIPAL'S USE ONLY: Check if incident was a <b>violent incident</b> , as defined in Policy/program Memorandum No. 120. <input type="checkbox"/> <b>Violent incident</b>	



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.

**APPENDIX 14B**

On School Letterhead  
**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.

<b>Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools</b>	
<b>Adopted:</b> April 10, 2006	<b>Last Reviewed/Revised:</b> December 10, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">V-17 Request for Promotion and Distribution of Program Activity Related Materials through Board Schools</a> <a href="#">V-04 School Fundraising Activities</a> <a href="#">VI-59 School Fundraising Activities</a> <a href="#">I-21 Corporate and Community Investment in Education</a> <a href="#">VI-85 Corporate and Community Investment in Education</a>	

## Purpose

To provide staff with a procedure to address requests from registered charitable, non-profit and commercial organizations for the promotion and distribution of program-related materials to staff, parents and students through the Board’s schools.

## Application and Scope

This procedure applies to all requests submitted to the Board for the promotion/distribution of activities/materials from charitable, non-profit and commercial organizations, as well as the distribution of program-related materials.

## References

[Ontario Education Act Regulation 298 Section \(24\) – Operation of Schools - General](#)

## Principles

The Halton Catholic District School Board:

- Recognizes that no advertisement shall be placed in a school, on school property or announced to the pupils without the consent of the Board as per Regulation 298 Section (24);

- Recognizes its responsibility to ensure that students and families in our school system are not to be exploited for commercial purposes;
- Recognizes its responsibility as a publicly funded Catholic educational organization, to assist, to the best of its ability, with the distribution of information of worthwhile registered charitable and non-profit organizations consistent with the Board's Mission Statement, governing values and Gospel values

## Requirements

1. All requests for the promotion and distribution of program/activity related material to students/parents by a registered charitable organization or an approved school-based program shall be submitted, in writing or electronically, to the office of the Superintendent of Education, along with a sample of the material to be distributed. (Refer to Form A).
2. All requests for the promotion and distribution of program/activity related materials to staff by registered charitable organizations and /or non-profit organizations shall be submitted electronically, to the office of the Superintendent of Education, along with a sample of the material to be distributed. These requests will be forwarded to the appropriate Superintendent (i.e. Curriculum, Special Education, or other, as appropriate) for review, recommendation and response. This will ensure all material complies with the Board's programs and services guide. (Refer to Form B).
  - (i) The Superintendent of Education or designate shall respond electronically where appropriate, to requests for the promotion and distribution of program/activity related materials to students/parents, by either approving or denying the organization permission to contact the appropriate Principal(s). Once approval is granted by the Superintendent of Education, participation is at the discretion of each Principal.
  - (ii) A list of approved organizations for students/parents or staff is posted on StaffNet, under Board Services/School Services/Permission to Distribute. Particulars such as the name of the organization; the nature of the material to be distributed; contact person and school year of approval will be listed.
  - (iii) When schools receive material for distribution to students/parents, they shall access the *list for parents/students*. If the organization has been approved, they may proceed with distribution of the material (at the discretion of the Principal); if the organization does not appear on the list, the organization shall be directed to complete and submit the electronic form found on the Board's public website [www.hcdsb.org](http://www.hcdsb.org)
3. All requests for distribution of material related to fundraising activities/events shall be submitted to the appropriate school Principal(s) for review and approval (as per *Policy V-4 School Fund Raising*).
4. The use of the Board's internal courier is not permitted.

**Procedure No. VI-40** | Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools

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5. The use of the Board's Parent Notification System is not permitted.
6. The request for the distribution of program-related material/resources for political advertising is not permitted.
7. Commercial sponsorship of a school event, or an advertisement for that event in a school publication, can take place at the discretion of the Principal or administration of the Board in accordance with Policy I-21 (*Corporate and Community Investment in Education*).
  - i) The Superintendent of Education shall screen all requests by organizations wishing to use the schools for educational contests, and the Superintendent of Education is authorized to schedule such contests so that each organization is given similar consideration in order to minimize disruption of the regular school curriculum

APPROVED: Regular Meeting of the Administrative Council

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

# Request for Promotion and Distribution of Program/Activity Related Materials to Parents/Students

Name of Organization:

Please check one: Registered Charity  Non- Profit  Commercial

Registered Charity number (Required for Charitable Organizations): #

Contact Person:

Mailing Address:

Postal Code:

Telephone Number:

Fax Number:

E-mail Address:

Website Address:

Purpose for Contact (specific request):

Description of Material:

Location – The program is specific to (please check all appropriate):

Burlington  Halton Hills  Milton  Oakville  Halton Region

Will there be a cost, to families, associated with this program? If so, please provide details:

**Please Note: A sample of the material you wish to distribute must accompany this application.**

Please complete and return to: S. Balogh, Superintendent of Education

By mail : 802 Drury Lane, Burlington, ON L7R 2Y2

By email: [neumanj@hcdsb.org](mailto:neumanj@hcdsb.org)

By fax: 905-333-4661

<b>FOR OFFICE USE ONLY:</b>		
APPROVED <input type="checkbox"/>	DECLINED <input type="checkbox"/>	SIGNATURE: _____

# Request for Promotion and Distribution of Program/Activity Related Materials to Staff

Name of Organization:

Please check one: Registered Charity  Non- Profit  Commercial

Registered Charity number (Required for Charitable Organizations): #

Contact Person:

Mailing Address:

Postal Code:

Telephone Number:

Fax Number:

E-mail Address:

Website Address:

Purpose for Contact (specific request):

Description of Material:

Location – The program is specific to (please check all appropriate):

Burlington  Halton Hills  Milton  Oakville  Halton Region

Will there be a cost, to families, associated with this program? If so, please provide details:

**Please Note: A sample of the material you wish to distribute must accompany this application.**

Please complete and return to: S. Balogh, Superintendent of Education  
By mail : 802 Drury Lane, Burlington, ON L7R 2Y2  
By email: [neumanj@hcdsb.org](mailto:neumanj@hcdsb.org)  
By fax: 905-333-4661

<b>FOR OFFICE USE ONLY:</b>		
APPROVED	DECLINED	SIGNATURE: _____

<b>Pediculosis (Head Lice) Management</b>	
<b>Adopted:</b> September 22, 1997	<b>Last Reviewed/Revised:</b> December 10, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-42 Medical Health Conditions</a>	

## Purpose

To provide a standard procedure for the management of Pediculosis (head lice) in all schools.

## Application and Scope

This procedure applies to all pupils within the Halton Catholic District School Board.

## References

[Head Lice - Information for Parents](#)

[School Health Head Lice Information](#)

## Principles

- Head lice is seen by the medical community as a nuisance and not considered a medical disease.
- Information regarding the spread and treatment of head lice can be found on The Regional Municipality of Halton website.
- Both the Halton District School Board and the Halton Catholic District School Board subscribe to a “No Nit Protocol”.

## Requirements

To increase public awareness, head lice management procedures must be included periodically as an item of information in each school’s communication with parents as it is detected, each suspected case of head lice must be referred to the Board approved screening agency. The agency will verify the condition.



Role of the Board approved Screening Agency:

1. Examine students from the class of the affected student(s).
2. Examine the affected student(s)' sibling(s).
3. Examine students from the class of the affected sibling(s).
4. Notify the Principal/designate regarding which pupils have head lice.

Role of the Principal/Designate

1. Inform individual parents of the confirmed cases of head lice
2. Inform parents of the occurrence of head lice in a class

Re-entry Process:

1. The parent(s) of an infected child must contact the Board approved screening agency at which point the agency will direct that parent to the nearest school wherein the child will be re-checked thus assuring that there is clearance of head lice. Clearance for return to school will only be given if all nits have been removed (*No Nit Protocol*).
2. If the child receives clearance from either the Board Approved screening agency, or a medical practitioner, and is "live lice, egg and nit free", a written statement from either must be provided to the home school which states that the child may return to school.
3. If there are still live lice, eggs, or nits, the screening agency will not provide clearance for the pupil to return to school but will provide assistance and suggestions for eliminating the remaining live lice or eggs. A re-check will be required.
4. If parents have questions or concerns, they are directed to contact their School or consult Halton Regional Public Health website at: [www.halton.ca](http://www.halton.ca) (search: Head Lice).

APPROVED: Regular Meeting of the Administrative Council

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

<b>Medications – Oral (Prescription, Non-Prescription)</b>	
<b>Adopted:</b> May 21, 2013	<b>Last Reviewed/Revised:</b> December 10, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-42 Medical Health Conditions</a>	

## Purpose

To provide school administrators, medication providers, school staff and parent/guardians with information, requirements and resources in administering oral medication to students requested by the parent and/or prescribed by a physician or other health care professional.

## Application and Scope

The Administrative Procedure for administering medications to students is a guideline to be used by school administrators, medication providers, and school staff to manage and support the safety of students who have been requested to receive medication on school site and/or at off site school/board approved activities.

## References

[Policy/Program Memorandum No. 81](#)

## Principles

### Prescription Medication

Authority for medication to be administered to students by school staff is included in *PPM 81 Provision of Health Support Services in School Settings*:

*“The school boards will be responsible for the administration of oral medication where such medication has been prescribed for use during school hours.”*

The procedures for the administering of oral medication, in particular, should provide:

1. That such procedures be applied only to those services, requested by the parent and prescribed by a physician or other health care professional, which must be provided during school hours.
2. That a request for the service and the authorization to provide such service be made in writing by the parent and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.
3. That the storage and safekeeping requirements for any labelled medication be stated.
4. That a record of administration be maintained which includes the pupil's name, date, time of provision, dosage given, name of person administering, etc.
5. That the telephone numbers of the parent and physician be readily accessible in the school.
6. That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the pupil to take an appropriate level of responsibility for his or her medication.

#### **Non Prescription Medication:**

In order to control the use of non-prescription medication (e.g. aspirin, Tylenol, Benadryl etc.) being brought onto school property and that this medication be administered properly the procedures for the administration of prescribed medication also applies to non-prescription medication.

#### **Note:**

**School Administration and/or school staff, on school site and on field trips, are NOT to administer medication by:**

- using a syringe injection
- using rectal suppository
- push the release button on the insulin pump (e.g. manually provide a bolus dose (a burst of insulin))

## Requirements

The principal or designate has the responsibility to coordinate communication of information and resources to medication providers, all school staff and parents/guardians to ensure that appropriate procedures, requirements and expectations of the Halton Catholic District School Board's Medication to Students Protocol is followed.

#### **Resources**

The principal or designate is to provide school staff with an in-service and make available the following resources to the appropriate staff member (e.g. hardcopy, electronic copy).

**Procedure No. VI-68 | Medications – Oral (Prescription, Non-Prescription)**

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Medication providers and school staff are to make themselves familiar with the content of the following resources to be used administering medication to students:

- Administration of Medication – Responsibility Checklists

School Administrators – Primary/Alternate Medication Providers and Teachers/Staff Members Forms:

- Staff Consent to Administer Prescription Medication
- Staff Consent to Administer Non Prescription Medication
- Medication Administration Log

Parent/Guardian responsibilities of completing the appropriate Request and Consent Medication form must be outlined and provided by the school administrator/designate:

- Administration of Prescription Medication
- Administration of Non Prescription Medication

APPROVED: Regular Meeting of the Administrative Council

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

<b>Concussion Protocol</b>	
<b>Adopted:</b> December 8, 2014	<b>Last Reviewed/Revised:</b> December 10, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-42 Medical Health Conditions</a>	

## Purpose

To provide school administrators, school staff, appropriate others (e.g. coaches, volunteers) and parents/guardians with information, requirements and resources in the training, awareness, prevention, identification and management of concussions, in accordance with Rowan's Law (Bill 193).

## Application and Scope

The Administrative Procedure for concussions is a guideline to be used by school staff and appropriate others to develop awareness and prevention of concussions for students. It is also to be used to identify and manage concussions to support the health, safety and learning of students diagnosed with concussions on school sites and/or at off-school/board approved activities.

## References

[Rowan's Law \(Bill 193\)](#)

[PPM 158](#)

## Principles

1. The Halton Catholic District School Board is committed to promoting awareness of safety in schools and recognizes that the health and safety of students are essential for effective learning.
2. All partners in education have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can learn.
3. Concussions are brain injuries that causes changes in how the brain functions, leading to symptoms that can be physical (e.g. headache, dizziness), cognitive (e.g. difficulty

concentrating or remembering), emotional/behavioural (e.g. depression, irritability) and/or related to sleep (e.g. drowsiness, difficulty falling asleep). A concussion may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull. A concussion can occur even if there has been no loss of consciousness. A concussion cannot be seen on X-rays, standard CT scans or MRIs. Injuries that result from a concussion may lead to “second impact syndrome,” which is a rare condition that causes rapid and severe brain swelling and often catastrophic results, if an individual suffers a second concussion before he or she is free from symptoms sustained from the first concussion.

4. A concussion can only be diagnosed by a doctor or nurse practitioner.
5. Research indicates that without identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.
6. Students who have been diagnosed with a concussion may require temporary and/or on-going accommodations in their “return to learn” in the classroom.
7. All school staff and appropriate others are to be provided with the necessary training to assist students with concussions with both their “return to learn” and “return to physical activity”.
8. The role of the school is to work collaboratively with parents and medical personnel to provide appropriate support for the student as s/he transitions back to school in both the learning and physical participation environments. Medical personnel provide information regarding diagnosis, amount of rest required and when full participation in learning/physical activities can resume.

## Requirements

1. The principal or designate has the responsibility to coordinate communication of information to all school staff and to ensure that appropriate staff and others are familiar with the requirements and expectations of the Halton Catholic District School Board’s ‘Concussion Protocol’.

2. Resources:

The content of the following resources, are to be familiar to the school administration or designate and used in developing a student individual plan and communicating information to school staff and parents/guardians:

- C-1 Concussion Protocol: Prevention, Identification and Management Procedures
- C-2 Halton Tool to Identify a Suspected Concussion
- C-3 Halton Monitoring/Medical Examination Form
- C-4 Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan
- C-5 Concussion Prevention Strategies

- HCDSB Concussion Protocol Role of School Administrator
  - Collaborative Team Plan
  - Classroom Concussion Symptoms and Accommodations Tool
  - Return to School Framework
  - Parent/Guardian Concussion Information Package
3. The principal or designate is to provide school staff with an in-service and make available the following resources to the appropriate staff member (e.g. hardcopy, electronic copy). School staff and others are to make themselves familiar with the content of the following resources to be used in managing a student(s) with a concussion.
- Collaborative Team – Coach, Point Person, Classroom Teacher Role
  - First Aid Provider Role
  - Elementary/Secondary Physical Education Teachers Role
  - Elementary/Secondary School Coaches’ Role
  - Elementary/Secondary School Staff Role
  - C-1 – C-5 Concussion Package
4. School Administrators and other staff may use the following websites to access other recommended resources for further information on concussions: (Ophea concussion protocol always remains the minimum standard)
- <https://teachingtools.ophea.net/supplements/rowans-law-day-toolkit-schools><http://www.sportconcussionlibrary.com/>
  - <http://www.health.gov.on.ca/en/public/programs/concussions/>
5. Awareness:
- Information on the seriousness of concussions and concussion prevention will be shared with students, parents, board employees, administrators, school staff, volunteers, doctors and nurse practitioners, and community-based organizations through the use of a variety of communications strategies such as, but not limited to, curriculum lessons, in-services, training, webinars, websites, pamphlets, Frequently Asked Questions Sheet, Protocol Forms, etc.
6. Prevention:
- Strategies that could be used to assist in preventing concussions:
- Ongoing Coaches in-servicing
  - Curriculum Lessons for students
  - Mandatory athlete information session at the start of the season
  - Parent information packages (i.e. pamphlets, webinars, website, etc.)

- Ongoing staff in-servicing
- Creation of information posters

7. Identification:

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion should be suspected in the presence of **any one or more** of the following signs or symptoms:

Common Signs and Symptoms of a Concussion

	<b>Possible Signs Observed</b> A sign is something that will be observed by another person (e.g. Parent/guardian, teacher, coach, supervisor, peer)	<b>Possible Symptoms Reported</b> A symptom is something the student will feel/report
<b>Physical:</b>	<ul style="list-style-type: none"> <li>• vomiting</li> <li>• slurred speech</li> <li>• slowed reaction time</li> <li>• poor coordination or balance</li> <li>• blank stare/glassy-eyed/dazed or vacant look</li> <li>• decreased playing ability</li> <li>• loss of consciousness or lack of responsiveness</li> <li>• lying motionless on the ground or slow to get up</li> <li>• seizure or convulsion</li> <li>• grabbing or clutching of head</li> </ul>	<ul style="list-style-type: none"> <li>• headache</li> <li>• pressure in the head</li> <li>• neck pain</li> <li>• Feeling off/not right</li> <li>• ringing in the ears</li> <li>• seeing double or blurry/loss of vision</li> <li>• seeing stars, flashing lights</li> <li>• pain at physical site of injury</li> <li>• nausea/stomach ache/pain</li> <li>• balance problems or dizziness</li> <li>• fatigue or feeling tired</li> <li>• sensitivity to light or noise</li> </ul>
<b>Cognitive:</b>	<ul style="list-style-type: none"> <li>• difficulty concentrating</li> <li>• easily distracted</li> <li>• general confusion</li> <li>• cannot remember things that happened before and after the injury</li> <li>• amnesia</li> <li>• does not know time, date, place, class, type of activity in which he/she was participating</li> <li>• slowed reaction time (e.g. answering questions or following directions)</li> </ul>	<ul style="list-style-type: none"> <li>• difficulty concentrating or remembering</li> <li>• slowed down, fatigue or low energy</li> <li>• dazed or in a fog</li> </ul>
<b>Emotional:</b>	<ul style="list-style-type: none"> <li>• strange or inappropriate emotions, (e.g., laughing, crying, getting mad easily)</li> </ul>	<ul style="list-style-type: none"> <li>• irritable, sad, more emotional than usual</li> <li>• nervous, anxious, depressed</li> </ul>
<b>Sleep:</b>	<ul style="list-style-type: none"> <li>• drowsiness</li> <li>• insomnia</li> </ul>	<ul style="list-style-type: none"> <li>• drowsy</li> <li>• sleeping more/less than usual</li> <li>• difficulty falling asleep</li> </ul>



***Unconscious Student:***

- If the student is unconscious, the teacher/coach/supervisor should initiate emergency action plan and call 911.
- The student does not return to play that day.
- Contact parent/guardian re: injury and inform them of either the need to pick up the student or that the student has been transported to the hospital.
- Provide a copy of C-2 Tool to Identify a Suspected Concussion, and C-3 Monitoring/Medical Examination Form to Parents/Guardians.
- Inform Parent/guardian that the student is to be examined by a medical doctor or nurse practitioner as soon as possible.
- Inform Principal of student with suspected concussion.
- Principal is to inform appropriate staff with name of student with suspected concussion.
- Student is not to participate in any learning/physical activity until parent/guardian complete and return Form C-3.
- The Parent/Guardian reports to the school principal using Form C-3 indicating whether or not the student has a diagnosed concussion.
- The Principal informs school staff of diagnosed concussion.

***Conscious Student:***

- If the student is conscious the Teacher/Coach/Supervisor stops the activity for the student and conducts an initial concussion assessment using C-2 Tool to Identify a Suspected Concussion.
- No signs or symptoms are observed; the student does not return to physical activity that day.
- Parent/Guardian is contacted and provided with C-2 and C-3 Monitoring/Medical Examination Form.
- Parent/Guardian and school staff monitor student during the next 24 hours using Tool C-2 to determine if any signs or symptoms appear.
- Principal is informed of the student to be monitored.
- Principal is to inform appropriate staff with name of student with suspected concussion.
- Student is not to participate in any physical activity until parent/guardian complete and return Form C-3.
- Parent/Guardian/Classroom Teachers continue to monitor student for 24 hours.
- The Parent/Guardian C-3 Monitoring/Medical Examination Form and reports to school principal.

- If **NO** signs/symptoms are present, the student may return to physical activity.
- If signs/symptoms **ARE** present, then the student must be examined by a medical doctor/nurse practitioner as soon as possible after onset of signs/symptoms.
- The Parent/Guardian completes C-3 Monitoring/Medical Examination Form and reports to school principal using Form C-3 indicating whether or not a concussion has been diagnosed.
- The Principal informs school staff of diagnosed concussion.
- The student begins Return to Learn/Return to Activity Physical Activity Plan.

8. Management:

- When a student has a diagnosed concussion, the Principal informs the school staff of the concussion and establishes the collaborative team identifying the designated school staff Point Person.
- The Parent/Guardian reports back to the school Principal using C-4 Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan.

***Signs and/or Symptoms Present:***

**STEP 1 Return to Learn/Return to Physical Activity**

- Student completes cognitive and physical rest at home.
- Parent/Guardian completes and returns Form C-4 A indicating that their child has completed Step 1 of the Return to Learn/Return to Physical Activity Plan with symptoms showing improvement or symptoms are not present (symptom free).
- Student returns to school.

***Symptoms are Improving:***

- Throughout the following steps, the student is monitored for the return of concussion signs and/or symptoms and/or deterioration of work habits or performance.
- If at any time concussion signs and/or symptoms return and/or deterioration of work habits or performance occurs, the student must be examined by a medical doctor or nurse practitioner.
- The medical doctor or nurse practitioner will determine which step in the Return to Learn/Return to Physical Activity process the student must return to using Return of Symptoms Form C-4 F.

**STEP 2A Return to Learn**

- Symptoms still present and student requires individualized classroom strategies and/or approaches. Physical Rest still required.

**Symptom Free:**

- Parent Guardian reports back to school Principal using Form C-4 when their child is symptom free.

**STEP 2B Return to Learn**

- Return to Learn – the student begins regular learning activities.

**STEP 2 Return to Physical Activity**

- Return to Physical Activity – The student engages in individual light aerobic physical activity only; and regular learning activities
- Parent/Guardian reports back to school Principal using Form C-4 C indicating their child is symptom free after participating in light aerobic physical activity.

**STEP 3 (SCHOOL) Return to Physical Activity**

- Return to Physical Activity (School) – The student engages in individual sport specific activity only.

**STEP 4 (SCHOOL) Return to Physical Activity**

- Return to Physical Activity (School) – The student engages in activity with no body contact; light resistance/weight training; non-contact practice; and non-contact sport specific drills
- The school contact informs parent of the completion of Steps 3 and 4 using Form C-4 D1.
- The Parent/Guardian report back to the Principal using written documentation from the medical doctor or nurse practitioner indicating that the student remains symptom free and is able to return to regular physical education class/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports using Form C-4 D2.

**STEP 5 Return to Physical Activity**

***Return to Physical Activity:***

- Student participates in regular curricular, intramural and interschool activities in non-contact sports and full training/practices for contact sports.
- Principal or designate files all completed C-4 Forms, for those students who are NOT involved in interschool body contact activity, in the student's OSR.

***Full body contact practice:***

- Students who wish to participate in interschool full body contact activities (e.g. football, hockey) must be provided with a full body contact practice prior to competition.

- Staff inform parent that student has completed full body contact practice with no restrictions using form C-4 E 1.
- The Parent/Guardian report back to the Principal using form C-4 E 2 indicating their child is symptom free after participating in activities, in practice, where there is body contact and has permission to participate fully, including participation in competition. Student can participate in Step 6 Contact Competition.

**STEP 6 (SCHOOL) Return to Physical Activity**

- Return to Physical Activity (School) – The student fully participates in all physical activities including contact sports.
- The Principal or designate all files completed C-4 Forms, for those students who have successfully completed the full body contact practice, in students' OSR.

9. Training:

- Principal or designate will ensure staff are aware of the related concussion policies and procedure through in-services, on-line modules, etc.
- Coaches will be in-serviced on the awareness, prevention, identification and management of concussions at the beginning of the sport specific season.
- Principal or designate will provide necessary information to Volunteers on concussion policies and procedures to allow them to follow the proper process in handling a possible concussion.
- Board staff will be in-serviced on all aspects of the HCDSB Concussion protocol

APPROVED: Regular Meeting of the Administrative Council

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

<b>Indoor Air Quality Investigation Process</b>	
<b>Adopted:</b> February 9, 2016	<b>Last Reviewed/Revised:</b> December 17, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-19 Occupational Health &amp; Safety</a> <a href="#">II-42 Medical Conditions</a> <a href="#">VI-66 Asthma</a>	

## Purpose

Indoor Air Quality (IAQ) refers to the air quality within the schools and board buildings as it relates to the health and comfort of building occupants. The causes of occupant complaints can involve many factors such as chemical, microbiological, physical and psychosocial mechanisms. Successful resolution of IAQ complaints requires a process in which concerns are handled promptly, responsibilities are clear, and lines of communication are maintained.

Concerns regarding non-specific symptoms related to IAQ may include:

- Irritation of the eyes, nose and throat
- Headache
- Dry eyes, nose and throat (mucous membranes)
- Mental fatigue, difficulty concentrating, lethargy
- Dry skin
- Nausea and dizziness
- Increased respiratory infections

## Application and Scope

Indoor Air Quality (IAQ) refers to the air quality within the schools and board buildings as it relates to the health and comfort of building occupants.

## Principles

- Building occupants, including workers must report any health and safety concerns to their supervisor (Principal/Site Manager).
- Principal/Site Manager must take action on any health and safety concerns.
- Principal/Site Manager is responsible for communicating with building occupants.
- Facilities Manager is responsible for investigating any IAQ issues and ensuring the HVAC System is in good working order.
- Facilities Management Services will arrange for preventative maintenance on HVAC equipment and portable inspections as per *HCDSB Procedures for Prevention, Inspection and Remediation of Mould Growth in School Facilities – Prepared by DCS Ltd.*
- Health and Safety Officer will consult with Halton Region Health Department when necessary.

## Requirements

1. Concerns originating from building occupant(s) are to be brought to the attention of the Principal/Site Manager. The Principal/Site Manager will bring the matter to the attention of the Day Custodian and the on-site Health and Safety Worker Representative.
2. The Maintenance Custodian will check all the mechanical systems involved, to ensure that they are running, filters are cleaned, and vents are not blocked where applicable (see Appendix “A”). The Custodian should also visually check for any obvious and potential sources of air or environmental contamination. The Custodian will report his/her findings to the Principal/Site Manager and on-site Health and Safety Worker Representative.
3. Should the Custodian encounter a defect with the HVAC system that he/she is unable to correct or other potential source of air or environmental contamination, then he/she will initiate a work order directed to the Facility Manager and/or the HVAC consultant.
4. The Facility Manager will respond to the work order accordingly.
5. The Principal/Site Manager is responsible for following the status of the work order and communicating the findings to building occupants including the on-site Health and Safety Worker Representative
6. If the IAQ concern still persists the Principal/Site Manager or Facility Manager will contact the Health and Safety Officer who will investigate further (see Appendix “B”). The Health and Safety Officer will arrange for the appropriate IAQ testing and/or inspection, with notification to the Principal/Site Manager and Facility Manager.
7. As per OHS Act Section 11(3), a health and safety representative or designated committee member representing workers at a workplace will be contacted prior to the beginning of testing to be present at the beginning of testing.

8. If the situation has an impact on a large number of building occupants, the Principal and/or Health and Safety Officer will notify the school Superintendent and communicate with appropriate parties as necessary
9. The Health and Safety Officer will respond in writing to the Principal/Site Manager, with copies to the Facility Manager, and the school's Joint Health and Safety Committee.

APPROVED:                      Regular Meeting of the Administrative Council

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



APPENDIX "A"

INDOOR ENVIRONMENTAL QUALITY INVESTIGATION: CUSTODIAL CHECKLIST

As part of the Halton Catholic District School Board's Protocol for Investigating Indoor Environmental Quality Concerns, it is necessary that the Day Custodian performs a preliminary investigation. Please review the items listed below. Once completed, please sign and submit this form to the Principal/Site Manager.

School/Facility: \_\_\_\_\_ Location within Building: \_\_\_\_\_
Principal / Site Manager: \_\_\_\_\_ Date: \_\_\_\_\_
Day Custodian: \_\_\_\_\_

- 1. Are the air handling units running? \_\_\_\_\_
2. (a) Change or clean filters as required.
(b) Date of last changing / cleaning: \_\_\_\_\_
(c) Regular changing / cleaning schedule: \_\_\_\_\_
3. Are switches for air handling unit(s) in the "on" position, where applicable? \_\_\_\_\_
4. Check for obvious / potential sources of air or environmental contamination (e.g. - boxes, furniture blocking units, food scraps in "problem" location, standing water / moisture damage, etc.)

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Day Custodian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_





**APPENDIX "B"**

**INDOOR ENVIRONMENTAL QUALITY QUESTIONNAIRE**

This questionnaire is part of the Halton Catholic District School Board's *Protocol for Investigating Indoor Environmental Concerns*.

The Principal/Site Manager will submit this form to the Health and Safety Officer at the Catholic Education Centre 802 Drury Lane, by email or by fax 905 632 3435 when complete.

School/Facility: _____	Location within Building: _____
Name: _____	Date: _____
Principal/Site Manager: _____	

1. Is this being raised as a (a) health concern (e.g. – perceived symptoms) or (b) a comfort concern (e.g. – “hot”, “stuffy”, “dry”, etc.)?

\_\_\_\_\_

\_\_\_\_\_

2. Define the air or environmental quality concern.

\_\_\_\_\_

\_\_\_\_\_

3. Who is affected? \_\_\_\_\_

\_\_\_\_\_

4. (a) What symptoms are being experienced? Continuous \_\_\_\_\_ Intermittent \_\_\_\_\_

Explain: \_\_\_\_\_

\_\_\_\_\_

4. (b) How long (i.e. – date) do you feel you have been experiencing the symptoms? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Do the symptoms improve or worsen at certain times of the day? Explain: \_\_\_\_\_

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6. Are you experiencing these symptoms in any other location? Yes \_\_\_\_\_ No \_\_\_\_\_

Explain: \_\_\_\_\_

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7. Are symptoms experienced during certain weather conditions? Yes \_\_\_\_\_ No \_\_\_\_\_

Explain: \_\_\_\_\_

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8. Are the symptoms being experienced at certain times of the year? Yes \_\_\_ No \_\_\_\_\_

Explain: \_\_\_\_\_

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9. Do you/does the person(s) have allergies? Yes \_\_\_ No \_\_\_ Explain: \_\_\_\_\_

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10. Are odours detected? Yes \_\_\_ No \_\_\_ Explain: \_\_\_\_\_

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11. What do you / the person(s) feel might be the cause of the symptoms being experienced:

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12. Are there any hazardous products, chemicals, or equipment present or nearby?

Yes \_\_\_ No \_\_\_\_\_ Explain: \_\_\_\_\_

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13. Is the fresh outside air intake located where it is evident that under certain conditions contaminants or odours from automobile exhaust, factories, etc. may be drawn into the building?

Yes \_\_\_\_\_ No \_\_\_\_\_ Not sure \_\_\_\_\_ Explain: \_\_\_\_\_

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Other:

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<b>Recognition and Acknowledgement of Dignitaries, Board Officials at Board and School Events</b>	
<b>Adopted:</b> February 19, 2013	<b>Last Reviewed/Revised:</b> December 10, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

To provide a consistent system-wide approach to the recognition and acknowledgement of the attendance of dignitaries and Board officials at Board events and at school events.

## Application and Scope

The Halton Catholic District School Board acknowledges the importance of all stakeholders as valued partners in Catholic education. The Halton Catholic District School Board values the active participation and support of dignitaries and Board officials, demonstrated by their attendance at various Board and school events.

The Halton Catholic District School Board, in recognition of the important role dignitaries and Board officials play in supporting the Board, school communities and Catholic education, sets forth an expectation that such individuals will be appropriately recognized and acknowledged at all Board and school events for their attendance and support.

This administrative procedure is intended for all employees of the Halton Catholic District School Board who participate in the planning of Board and school events at which dignitaries and Board officials are invited to attend. These events include, but are not limited to:

- Graduation Ceremonies, Masses and Luncheons, School Anniversaries
- Awards Ceremonies
- Public Speaking Competitions
- Sport Events and Tournaments
- Official Blessings and Dedications of a School or an addition of a school
- Conferences

## Definitions

**Dignitaries:** For the purpose of this Administrative Procedure, dignitaries are defined as: Members of Parliament, Members of Provincial Parliament, Ministry of Education officials, Mayors, Bishop of the Diocese of Hamilton and other diocesan officials, local parish priests, etc.

**Board Officials:** For the purpose of this Administrative Procedure, Board Officials are defined as: Chair of the Board, Vice Chair of the Board, trustees, Director of Education, Superintendents of Education.

## Requirements

- The Halton Catholic District School Board and local school communities will extend invitations to dignitaries and Board officials to significant events such as those events listed above.
- RSVPs by dignitaries and Board officials will be expected in order to confirm attendance of such guests.
- Where appropriate, Dignitaries and Guests who have RSVP'd/replied will be acknowledged publicly at these events by naming each individual and their title.
- Special seating for dignitaries and Board officials should be arranged ahead of time.
- Dignitaries and Board officials, who confirmed their attendance, should be greeted and escorted to their seating.
- Whenever greetings are expected to be extended on behalf the Halton Catholic District School Board, the following guidelines will be followed:
  - When the Chair of the Board is present, the Chair of the Board will bring greetings on behalf of the Board;
  - If the Chair of the Board is not present, and the Vice Chair of the Board is present, the Vice Chair of the Board will bring greetings on behalf of the Board;
  - If neither the Chair of the Board nor the Vice Chair are present, a trustee will be designated to bring greetings from the Board;
  - If trustees are not present and the Director of Education is present, the Director of Education will bring greetings from the Board;
  - If trustees, nor the Director are present, a member of Senior Staff will be designated to bring greetings on behalf of the Board.
  - If greetings are to be brought forward by both the Chair of the Board and the Director of Education, the Chair of the Board will speak first, followed by the Director of Education.



**Procedure No. VI-61** | Recognition and Acknowledgement of Dignitaries, Board Officials  
at Board and School Events

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APPROVED: Regular Meeting of the Administrative Council

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

<b>Inclement Weather Safety</b>	
<b>Adopted:</b> November 28, 2005	<b>Last Reviewed/Revised:</b> December 17, 2018
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

To provide personnel in the Halton Catholic District School Board with information and guidelines regarding the safety of students and staff during various inclement weather situations and to ensure consistency among schools when school personnel are making decisions regarding student and staff safety during various inclement weather situations.

## Application and Scope

This Administrative Procedure is meant to ensure the safety of all students and staff and applies to all schools and related events during various inclement weather situations that occur during the school day.

## References

[Education Act](#)

[Occupational Health and Safety Act](#)

[OPHEA Lightning Protocol](#)

[OPHEA Sample Air Quality Health Index Preparedness Guide](#)

[OPHEA Sample Temperature \(Hot/Cold\) Preparedness Guide](#)

[OPHEA Sample Tornado Preparedness Guide](#)

[OPHEA Sample UV Index Preparedness Guide](#)

[OPHEA Sample Wind Velocity Preparedness Guide](#)

## Principles

- The HCDSB is committed to taking every responsible precaution for the protection of all of its employees and students.
- The Education Act, S265, states that it is the duty of the Principal of a school to “give assiduous attention to the health and comfort of all pupils under their care”.
- The Occupational Health and Safety Act, S25(2) (h) states that employers have a duty to take every precaution reasonable in the circumstances for the protection of the worker.
- For the purposes of this administrative procedure, the following organizations have served as a resource and reference for various inclement weather situations regarding the safety of students and staff:
  - Environment Canada
  - HCDSB Risk Management checklist – temperature
  - Halton Regional Health Unit
  - The Ontario Ministry of the Environment and Energy
  - Halton Partners for Clean Air
  - Halton Conservation Authority
  - Health and Safety Ontario (HSO)
  - OPHEA

The range and types of inclement weather situations listed under the Requirements section of this administrative procedure do not supersede the duty and power of the Principal or designate of each school to make local decisions about the safety of students and staff regarding various inclement weather conditions.

It is recommended that where Principals or designates choose to make local decisions regarding the safety of students and staff during inclement weather conditions, that they err on the side of caution regarding each situation.

For the purpose of this administrative procedure, the following websites will be considered the primary sources of official information for all temperature related facts, i.e., heat, cold, humidex, wind-chill, etc. when determining the need to make a decision regarding the safety of students and staff during a specific inclement weather situation:

[www.weatheroffice.ec.gc.ca/canada\\_e.html](http://www.weatheroffice.ec.gc.ca/canada_e.html) or [www.weathernetwork.ca](http://www.weathernetwork.ca).

## Requirements

### 1. EXTREME COLD: TEMPERATURE WITH OR WITHOUT WINDCHILL(Cold Weather Action Plan)

- a) warmer than -15°C: students may remain outside for all regular outside activities
- b) between -15° and -20°C: students may remain outside for no longer than 20 minute intervals at a time



- c) colder than -20°C: students must remain inside
- d) when the temperature or wind-chill reaches -20C (twenty degrees below zero, Celsius), students will be granted immediate entry to school upon arrival, and students will remain indoors during nutrition breaks. When temperatures thresholds are in effect, students are required to keep their outdoor coats/jackets with them throughout the instructional day, in case of a need to evacuate the school.

*\*\*Warnings and advisories issued by Halton Health Department at -20°C.*

## **2. EXTREME HEAT: TEMPERATURE WITH OR WITHOUT HUMIDEX (Hot Weather Action Plan)**

- a) cooler than 35°C: students may remain outside for all regular outside activities
- b) between 35° and 40°C: students may remain outside for no longer than 20 minute intervals at a time
- c) hotter than 40°C: students must remain inside

*\*\*Warnings and advisories issued by Halton Health Department at +35°.*

## **3. HEAT STRESS:**

Definition of Heat Stress: Working or playing where it is hot puts stress on your body's cooling system. When heat is combined with other stresses such as hard physical work, loss of fluids, fatigue or some medical conditions as well as humidity, it may lead to heat-related illness, disability and even death.

Environment Canada will issue "Humidex Advisories" when the maximum daily humidex is expected to be 40° or higher. If a humidex advisory is issued for our region, then the Halton Region Health Department will issue a "Heat Alert" (<http://www.halton.ca/cms/One.aspx?portalId=8310&pageId=13692>).

When warnings have been issued by Environment Canada, the principal or designate must take the necessary precautions to protect staff and students including precautions to prevent heat-stress related illnesses.

Refer to HSO – Health and Safety Guidelines – Heat Stress for further information ([http://www.labour.gov.on.ca/english/hs/pdf/gl\\_heat.pdf](http://www.labour.gov.on.ca/english/hs/pdf/gl_heat.pdf) Appendix 1).

Annually, during the spring, each schools' Health and Safety Committee will review the HSO – Health and Safety Guidelines – Heat Stress.

## **4. UV INDEX AND SUN PROTECTION:**

Parents are encouraged to take precautions with their children, i.e. protective clothing, eyewear, sunscreen, etc. when the UV Index is greater than 8

Limit the amount of time in the sun

UV INDEX Exposure Category:

- Low = 0-2 • Moderate = 3-5 • High = 6-7 • Very High = 8-10 • Extreme = 11+

## 5. AIR QUALITY HEALTH INDEX:

For an Air Quality Health Index higher than 7, strenuous outdoor activities should be reduced or rescheduled for students considered “At Risk”. Consider reducing strenuous outdoor activities for the general population of students. For an Air Quality Health Index above 10, avoid strenuous outdoor activities for students considered “At Risk”. Strenuous activities should be reduced or rescheduled for the general population of students. Consideration should be made for students and staff with asthma, diabetes, heart and lung disease, etc.

## 6. THUNDERSTORM WATCH/WARNING/LIGHTNING STRIKES:

When warnings are issued by Environment Canada, the principal or designate must take the necessary precautions to protect staff and students.

When lightning is seen, thunder is heard, immediately suspend the activity/practice/game and direct student athletes and spectators (where applicable) to a safe shelter (any building normally occupied or frequently used by people. Sheds, tents, open shelters on athletic fields and parks are designed to protect from rain and sun but NOT lightning. Any vehicle with a hard metal roof (not a convertible or golf cart) and rolled up windows can provide a measure of safety.). Avoid: open fields, the highest point in an open area, tall objects e.g. trees, poles, metal objects e.g. football standards, light poles, metal bleachers, fences, objects that conduct electricity e.g. golf clubs, bicycles. Take shelter in a low-lying area such as ditches, depressions, valleys (be aware of flooding). In a forest, seek shelter in a low-lying area under a thick growth of small trees or bushes. Remove metal objects (that is, anything conductive) and jewellery from body and pockets. Minimize body surface area in contact with the ground. (Do NOT lie flat on the ground.) Assume safest body position: crouch down, place feet close together, with only the balls of feet touching the ground, lower head and wrap arms around knees. In a group in an open area, spread out to be several meters from others.

This may also mean the cancellation of recess periods and/or delays in dismissals. The variable nature of these local weather conditions requires principals to use their discretion in protecting students and assigning supervisory staff when needed.

Wait a minimum of 30 minutes from the last visual observation of lightning or sound of thunder before going back outside or resuming activity. Even if the sun is shining and the sky is blue.

At all times the above Board’s lightning procedures are the mandatory minimum standards. In situations where a higher standard of care is presented (e.g. trip guides, facility/program coordinators) the higher standard of care is to be followed.

The persons filling the roles of teacher/coach/staff supervisor in charge at specific events or on field trips are responsible for making the decision to stopping the activity, directing the participants to safe shelter and determining when/if it is safe to resume the activity.

## 7. HIGH WATER WARNING/FLOOD ADVISORY:

When issued by the Halton Conservation Authority, inform the students and staff via the public address system the period of time the advisory is issued for.

## 8. WIND VELOCITY

**Wind Warning:** Parameters Environment Canada uses for issuing a wind warning.

Threshold criteria: 70 km/h or more sustained wind and/or gusts to 90 km/hr or more. A wind warning can be issued but no wind watch alert will be issued by Environment Canada. Wind speed is included in forecast when speed is greater or equal to 20 km/h.

### Wind Speed / Precautions to be Taken

**40 - 49 km/h** - teacher/staff supervisor to take into consideration activity surroundings e.g. trees, unsecure objects ground cover (sand), and equipment being used. Secure appropriate items. **Activity is to stop and/or moved indoors when effect of wind poses a risk to participants.**

**50 - 59 km/h – avoid outside activities**

### WIND WARNING

**60 km/h or gusts of 90 km/h – no outdoor activities**

## 9. TORNADO WARNING:

Refer to the individual school's Emergency Response Plan. (Site based safety plan put in place at the discretion of the principal.)

### Actions to be Taken at School:

Know the Tornado Safe Areas and communicate to students:

MAIN SCHOOL BUILDING – INSIDE HALLWAYS – AT LOWEST LEVEL OF THE BUILDING. Avoid areas that are not protected by overhead floors and rooms that may have a wide span roof without supports in the middle, making it more likely to collapse if struck by a tornado. For example: Gymnasiums, arenas, auditoriums, libraries, portables, outside walls, windows, glass doorways, and outside areas (for example, during physical activities, recess).

## 10. PRECIPITATION (rain, snow, freezing rain, etc.)

At the discretion of each Principal and related to local safety issues.

11. Specific information for each section under Requirements is available from School Services Department.

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