



## **BOARD MEETING**

Monday, October 26, 2015

6:00 p.m.

20 Education Centre Dr, Hamilton, Ontario

Trustee Boardroom

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### **AGENDA**

1. Call to Order
2. O Canada
3. Profiling Excellence
4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. Confirmation of the Minutes
  - [September 28, 2015](#)
  - [October 5, 2015](#)

Reports from Trustee Special Committees:

7. [Policy Committee – October 14, 2015](#)
8. [Finance & Facilities – October 7, 2015](#)
9. [Program Committee – October 15, 2015](#)

Reports from Community Advisory Committees:

10. [First Nations, Métis and Inuit Advisory Committee – October 15, 2015](#)

Reports from Legislated Committees:

11. [Special Education Advisory Committee – September 30, 2015](#)
12. [Parent Involvement Committee – October 13, 2015](#)

13. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee

14. Meeting Resumes in Public Session

15. Report from Standing Committee:

- Committee of the Whole (private) – October 26, 2015

16. Oral Reports

- A. Student Trustees' Report – Local Activities and Ontario Student Trustees' Association (OSTA) Report
- B. Director's Report
- C. Chair's Report

17. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information.

<http://www.hwdsb.on.ca/trustees/meetings/>

# Minutes of the Board Meeting

Monday, September 28, 2015

**LOCATION:** Trustee Board Room, 20 Education Court, Hamilton, On L9A 0B9 (Education Centre)

**Trustees:** Kathy Archer, Jeff Beattie, Christine Bingham, Dawn Danko, Penny Deathe, Wes Hicks, Alex Johnstone, Ray Mulholland, Larry Pattison, Greg Van Geffen, Todd White. **Student Trustees** Scott Robertson, Hannah Tobias-Murray.

## 1. Call to Order

Todd White, Chair of the Board, called the meeting to order at 6:08 p.m.

## 2. Profiling Excellence

Superintendent Stephanian introduced the following staff, discussing briefly their achievements:

### Staff

- A. Margaret Tombolini – Orville Watson Award – Ontario Association of Counsellors and Attendance Services – Social Work Services
- B. Sue Irwin – ETFO Curriculum Development Award – Elementary/Itinerant

### HWDSB Foundation Prom Project May 2015

- A. Lisa Farrugia – Sir Allan MacNab Secondary
- B. Heather Maas – Delta Secondary
- C. Krysta Bucci – Delta Secondary

Chair White announced that Trustee Hicks was recently inducted to McMaster University's Hall of Fame for this athletic achievement (basketball).

## 3. Approval of the Agenda

**RESOLUTION #15-134:** Trustee Danko, seconded by Trustee Deathe, moved: **That the agenda be approved.**

**CARRIED UNANIMOUSLY.**

Student Trustees Robertson and Tobias-Murray voted in favour.

## 4. Declarations of Conflict of Interest

None.

## 5. Correspondence

**Robin Pilkey, Chair and Trustee, Toronto District School Board re Renewal Needs Backlog**

**RESOLUTION #15-135:** Trustee Johnstone, seconded by Trustee Pattison, moved: **That the letter from Robin Pilkey, Chair and Trustee – Toronto District School Board, be referred to staff and follow up.**

**CARRIED UNANIMOUSLY.**

Student Trustees Robertson and Tobias-Murray voted in favour.

## Reports from Trustee Special Committees

### 6. Finance & Facilities Committee – September 16, 2015

**RESOLUTION #15-136:** Trustee Hicks, seconded by Trustee Van Geffen, moved: **That the report of the Finance & Facilities Committee – September 16, 2015 be received.**

**CARRIED UNANIMOUSLY.**

Student Trustees Robertson and Tobias-Murray voted in favour.

**7. Program Committee – September 17, 2015**

**RESOLUTION #15-137:** Trustee Archer, seconded by Trustee Deathe, moved: **That the report of the Program Committee – September 17, 2015 be received.**

**CARRIED UNANIMOUSLY.**

Student Trustees Robertson and Tobias-Murray voted in favour.

**Reports from Legislated Committees****8. Parent Involvement Committee – September 15, 2015**

**RESOLUTION #15-138:** Trustee Van Geffen, seconded by Trustee Deathe, moved: **That the report of the Parent Involvement Committee – September 15, 2015 be received.**

**CARRIED UNANIMOUSLY.**

Student Trustees Robertson and Tobias-Murray voted in favour.

**9. Reports from Standing Committee****Standing Committee – September 21, 2015**

**RESOLUTION #15-139:** Trustee Johnstone, seconded by Trustee Beattie, moved: **That the report of the Standing Committee – September 21, 2015 received.**

**CARRIED UNANIMOUSLY.**

Student Trustees Robertson and Tobias-Murray voted in favour.

**10. Oral Reports****A. Student Trustees' Report - Local Activities and Ontario Student Trustees' Association (OSTA)**

Student Trustee Robertson reported that the Student Senate has been evolving from its planning, particularly on norms and rules for discussion with the Student Senators. He noted the Senate will be working on consistency in terms of its mandate.

Student Trustee Tobias-Murray referred to the forthcoming Fall OSTA conference scheduled for October 1-4, 2015 in Toronto, adding she will be bringing some feedback to the Board from this conference

**B. Director's Report**

The Director highlighted the following:

- **Director's Entry Plan**

Has met with trustees, employee groups and a number of internal and external stakeholders. Continues to focus on reviewing commitments and working with Executive Council on these commitments.

- **Recent key events:**

**Start 2 Finish Backpack Event** – August 11<sup>th</sup> (Jackson Square)

**New Teacher Orientation** – welcomed the group at the Education Centre on Aug 31<sup>st</sup>

**Director's Breakfast** – September 1<sup>st</sup>, attended by 300 system leaders

**International Students Welcome and BBQ** – September 3<sup>rd</sup>, members of Executive Council joined 40 new international students for BBQ and orientation session

**Chris Hadfield Event** – September 18<sup>th</sup> – Hess St. School students (Gr. 6-8), Meet and Greet Event at Hamilton Place: linked with the City's 25-year vision for the City ("Our Future Hamilton")

**Telling Tales** – September 20<sup>th</sup> at Westfield Heritage Village; 25 busloads of HWDSB students and families attended this community literacy event.

**Tiger Town Council** – met recently with representatives for Tiger Cats; looking at partnering with HWDSB, specifically with the new North school.

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The Director voiced his thanks and well wishes to outgoing Superintendent Rocco for all his efforts with HWDSB. He also noted the transition meetings with Jim Wibberley who will be acting Superintendent of Human Resources, effective October 5<sup>th</sup> to December 18<sup>th</sup>.

### **C. Chair's Report**

Chair White's report included the following:

- Start up interaction with the new Director
- Labour group meeting attended by Trustees Johnstone and Mulholland
- Zoning approved and plans for the new North school
- City/Board Relations Committee meeting on Thursday, October 1<sup>st</sup> at City Hall
- Bell Tower raising (Mohawk Trail house) attended by Trustee Mulholland; renovations ongoing with external revitalization to be complete by December and doors open in May 2016.
- Upcoming Quarter Century staff event on Thursday, October 8<sup>th</sup> at the Education Centre and Staff Retirement Reception on Monday, November 30<sup>th</sup> at Carmen's Banquet Centre.

On behalf of the Board, Chair White, joined by Trustee Hicks and Johnstone, expressed thanks and appreciation to Superintendent Rocco for his contributions to HWDSB, particularly to the Human Resources department.

The meeting adjourned at 7:05 p.m.

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# Minutes of the Board Meeting

Monday, October 5, 2015

**LOCATION:** Trustee Board Room, 20 Education Court, Hamilton, On L9A 0B9 (Education Centre)

**Trustees:** Jeff Beattie, Christine Bingham, Dawn Danko, Penny Deathe, Wes Hicks, Greg Van Geffen, Todd White. **Student Trustee** Scott Robertson. Regrets were received from Kathy Archer, Alex Johnstone, Ray Mulholland, Larry Pattison; **Student Trustee** Hannah Tobias-Murray.

## 1. Call to Order

Todd White, Chair of the Board, called the meeting to order at 6:05 p.m.

## 2. Approval of the Agenda

**RESOLUTION #15-140:** Trustee Danko, seconded by Trustee Beattie, moved: **That the agenda be approved.**

**CARRIED UNANIMOUSLY.**

Student Trustee Robertson voted in favour.

## 3. Declarations of Conflict of Interest

None.

## 4. Confirmation of the Minutes

The following minutes were confirmed:

- Board – September 21, 2015

## Reports from Trustee Special Committees

### 5. Audit Committee – September 24, 2015

**RESOLUTION #15-141:** Trustee Beattie, seconded by Trustee Van Geffen, moved: **That the report of the Audit Committee – September 24, 2015 be approved, including:**

- That the changes to the **Audit Committee Terms of Reference** be accepted.
- That the **Annual Report to the Board of Trustees and Ministry for 2014-15** for the year ended **August 31, 2015** be sent to the Ministry.
- That the **Annual Report to the Board of Trustees for the year ended August 31, 2015** as amended be forwarded to the Board of Trustees for information.

**CARRIED UNANIMOUSLY.**

Student Trustee Robertson voted in favour.

## Reports from Community Advisory Committees

### 6. French Immersion Advisory Committee – September 23, 2015

**RESOLUTION #15-142:** Trustee Deathe, seconded by Trustee Van Geffen, moved: **That the report of the French Immersion Advisory Committee – September 23, 2015 be received, including:**

- That the Board consider an amendment to **Section 2.2 Voting Members**, of the French Immersion directive to read: **Three French Immersion secondary parents – to report regularly to their School Council and/or Home and School, ideally representing each school.**
- That the Board consider an amendment to **Section 2.2 Voting Members**, of the French Immersion directive to read: **Up to two secondary French Immersion students, preferably one from each school.**

**CARRIED UNANIMOUSLY.**  
Student Trustee Robertson voted in favour.

### **7. Resolution Into Committee of the Whole (Private)**

**RESOLUTION #15-143:** Trustee e Danko seconded by Trustee Beattie, moved: **That the Board move into Committee of the Whole (Private)**, this being done at 6:19 p.m.

**CARRIED UNANIMOUSLY.**  
Student Trustees Robertson and Tobias-Murray voted in favour.

The open session resumed at 6:49 p.m.

### **8. Committee of the Whole (Private) – October 5, 2015**

**RESOLUTION #15-144:** Trustee Deathe, seconded by Trustee Danko, moved: **That the report of the Committee of the Whole (Private) – October 5, 2015 be approved, including:**

- **That the Audit Committee report from September 24, 2015 be approved including the following: That the external audit plan for 2014-15 be approved.**
- **That authority be delegated to the Director of Education under Section 19.2 under the following guiding principles: safety, the learning focus and a positive working environment.**

**CARRIED UNANIMOUSLY.**  
Student Trustees Robertson voted in favour.

### **9. Oral Reports from Liaison Committees**

#### **A. City/School Board Liaison Committee**

Chair White's update from the committee's October 1<sup>st</sup> meeting included the following:

- Discussion on the letter from the Mayor about the October 22, 2018 HWDSB's PA Day and Municipal Election Day. More updates will be forthcoming relating to this issue.
- Greenville capital project and pending Ministry direction
- Committee's terms of reference and terminology
- HWDSB's involvement with City initiatives and more information from staff reporting early next year
- The committee will aim to meet at least three times for next year

#### **B. Hamilton-Wentworth Home and School Association**

Chair White said the association has not met at this time. He noted that the association was asked to have a delegation to present at the November 2015 Trustee Information Session.

#### **C. HWDSB Foundation**

Trustee Danko noted the Foundation's meeting on October 14<sup>th</sup>.

#### **D. Ontario Public School Boards' Association (OPSBA)**

Chair White noted staff's efforts to uphold student safety across HWDSB during the ongoing job action from ETFO and CUPE.

#### **E. Umbrella Board of Family and Child Care Centres**

Trustee Bingham will provide her update after the next meeting.

The meeting adjourned at 6:57 p.m.

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**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: October 26, 2015

From: Policy Committee

Date of Meeting: October 14, 2015

The committee held a meeting from 12:07 p.m. to 3:25 p.m. on **October 14, 2015** at 20 Education Court, Hamilton, ON, in Meeting Room 308.

Members present were: Trustees Todd White, Christine Bingham, Jeff Beattie, Greg Van Geffen and Penny Deathe. Regrets were received from Trustee Danko.

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**ACTION ITEMS:****A. Bullying Prevention & Intervention**

The Committee considered the Bullying Prevention & Intervention Policy. There were no Ministry legislative changes since the 2014 revisions. The Policy Committee requested that a reference to the Mental Health Strategy be included in the policy. The Directive will come back at a later date with recommended changes.

On motion of Trustee Bingham, the Policy Committee **RECOMMENDS that the Bullying Prevention & Intervention Policy be approved.**

**CARRIED UNANIMOUSLY**

**B. Code of Conduct Policy**

The Committee considered the Code of Conduct Policy. There were no Ministry legislative changes.

On motion of Trustee Bingham, the Policy Committee **RECOMMENDS that the Code of Conduct Policy be approved.**

**CARRIED UNANIMOUSLY**

**C. Student Behaviour and Discipline Policy**

The Committee considered the Student Behaviour and Discipline Policy. This policy is not due for review until 2016; however, it has been updated and clarified in order to support staff and parents in understanding what activities lead to suspension and expulsion.

On motion of Trustee Bingham, the Policy Committee **RECOMMENDS that the Student Behaviour and Discipline Policy be approved.**

**CARRIED UNANIMOUSLY**

**D. Naming/Renaming a School in Whole or in Part Policy**

The Committee considered the Naming/Renaming a School in Whole or in Part Policy. Staff will incorporate the recommended changes into the development of a new Policy and Directive.

On motion of Trustee Beattie, the Policy Committee **RECOMMENDS that staff begin the draft policy development for the Naming/Renaming a School in Whole or in Part Policy.**

**CARRIED UNANIMOUSLY**



**MONITORING ITEMS:****E. Asthma Directive**

The Asthma Directive was developed as a result of Ryan's Law (Bill 20) that requires all school boards to establish and maintain an asthma policy. This directive ensures that students are permitted to carry asthma medication and the schools have strategies in place to support this process.

**F. French Immersion Directive**

The French Immersion Directive contains two small changes to the voting membership that were requested from the French Immersion Advisory Committee at the October 5, 2015 Board meeting.

**G. Property Disposition Policy**

The Property Disposition Policy was discussed with the Committee. The Policy Committee felt that a property should come back to the Finance and Facilities Committee after the 90 day period where it is offered to the Preferred Agents and prior to going on the open market. The Committee would like Trustee approval at all three stages of disposition. The Ministry is bringing forth changes to 444/98 and staff will bring back the Policy Directive with the potential changes.

Respectfully submitted,  
Todd White, Chair of the Committee




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## Bullying Prevention and Intervention

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**Date Approved:**

**Projected Review Date:**

### **PURPOSE:**

The purpose of this policy is to reinforce that Hamilton-Wentworth District School Board (HWDSB) recognizes the importance of healthy relationships and a positive school climate to create a safe, inclusive and caring environment. Bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstance (e.g. on-line), where engaging in bullying will have a negative impact on the school climate, or adversely affects a student's ability to learn.

**All Board employees, who work directly with students,  
must respond to all student behaviours that may lead to bullying.**

### **GUIDING PRINCIPLES:**

- Every student deserves to feel and be safe in a school, on the school grounds, on the school bus, and at school events and activities.
- Safety is essential to good learning.
- Students learn and teachers teach more successfully when schools are safe.
- If a student misbehaves, the Principal decides on what steps to take to help the student improve his or her behaviour.

All staff within HWDSB have a responsibility to:

- Model caring, respectful interactions.
- Respond to incidents of bullying.
- Raise awareness of bullying behaviour and help to reduce its long-term effect on all students.
- Treat everyone with dignity and respect.
- Raise their awareness and understanding of bullying behaviour and its long-term effects.
- Recognize that bullying behaviour is never acceptable.

### **INTENDED OUTCOMES:**

Hamilton-Wentworth District School Board promotes a safe, caring and orderly environment through the shared understanding of the definition of bullying, communicated to all within the school environment. The Board recognizes that bullying adversely affects a student's ability to learn. Bullying also adversely affects the school climate, including healthy relationships.

The intended outcomes of this policy are to:

- foster a positive school experience for all students
- support a positive school climate

- acknowledge that it is shared responsibility to stop bullying from happening within school communities
- set guidelines for prevention and intervention of bullying behaviour, and
- share a common understanding of the definition of bullying behaviour.

## TERMINOLOGY:

*Bullying* is defined as aggressive and typically repeated behaviour by a student 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, 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 sex, 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,

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

Students who bully are learning to use power and aggression to control and distress others.

Students use power in many ways:

- size, strength, intelligence, age social status
- economic status
- knowledge of another person's vulnerability
- membership in a dominant group

Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused.

### Types of Bullying:

*Physical:* may include hitting, pushing, slapping, tripping, kicking, shoving, beating up, stealing, or damaging another person's property

*Verbal:* may include name-calling, mocking, insults, threats, teasing, and sexist or racist comments

*Social (or Relational):* rolling of the eyes, excluding others from the group, gossiping, spreading rumours or images, humiliating others, making hurtful comments verbally or electronically, and damaging another person's friendships

*Electronic/Cyber:* including:

- a) creating a webpage 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

- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals
- d) use of any social or electronic media such as email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media

*Racial:* aggression, or repeatedly saying negative things, or repeated name calling directed to a person or persons because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religious beliefs or background.

*Religious:* aggression, exclusion, or negative comments directed to a person or persons because of their religious beliefs, background, dress code, or observances; repeatedly calling a person or persons names or making fun of their religious beliefs, background, dress code, or observances

*Sexual:* leaving a person or persons out or treating them badly because of their gender, gender identity or gender expression; repeatedly making sexist or transphobic comments or jokes, touching or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons

*Sexual Orientation:* leaving a person or persons out or treating them badly because of their sexual orientation; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly calling a person or persons derogatory or inappropriate names regarding their sexual orientation.

*Disability:* excluding a person or persons or treating them badly because of a disability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability; mocking or teasing those who use assistive technology.

## **ACTION REQUIRED:**

*School Climate Surveys* (Safe, Equitable & Inclusive Schools surveys) shall be used to collect information from pupils, staff and parents/guardians of its pupils every two years.

*Bullying Awareness and Prevention Week* will begin on the third Sunday in November of each year.

A *multi-year plan* is to be developed to promote a positive school climate within Hamilton-Wentworth District School Board schools. The plan will be:

- congruent with the Provincial model of a bullying prevention and intervention,
- posted on the Board's and schools' websites;
- reviewed every two years

## **Inclusion in Code of Conduct**

- Schools will incorporate into their Code of Conduct, the stipulations of this policy and associated procedures.
- Schools will incorporate into their Code of Conduct, the responsibilities for staff, students and parents/guardians as outlined in this policy.

## Training

The Board shall establish and provide annual professional development programs to:

- educate teachers and other staff of the board about bullying prevention and strategies for promoting positive school climates, including responding to bullying
- provide curriculum-linked training strategies on bullying-prevention and intervention

## Communication Strategies

The Board and/or schools will develop communication strategies that will:

- inform parents, students, and staff of the policy using the Board website, brochures, awareness campaigns, etc.
- promote partnerships and the development/update of protocols with community partners
- provide updates of Bullying Prevention and Intervention initiatives on an on-going basis through the Safe and Equitable Annual Workplan Report

## PROGRESS INDICATORS:

Intended Outcome	Assessment
Foster a positive school experience for all students.	School Climate Surveys indicate students and teachers have positive relationships.
Support a positive school climate.	School Climate Surveys indicate an increase in positive school climate.
Acknowledge that it is shared responsibility to stop bullying from happening within school communities.	A multi-year plan to promote a positive school climate will accompany the Safe and Equitable Schools Report to the Board of Trustees.
Set guidelines for prevention and intervention of bullying behaviour.	Recorded and monitored through data collection of safe schools surveys, suspensions and expulsions, and school data collection.  Appropriate supports put into place as identified through data collection.

## REFERENCES:

### Government Documents

Part XIII of the Education Act

Accepting Schools Act (Bill 13), 2012

An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007

Policy/Program Memorandum 144 (Dec. 5, 2012)

Safe Schools: Creating a Positive School Climate

Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline K-12

Ontario's Equity and Inclusive Education Strategy, 2009

Ontario First Nation, Metis, and Inuit Education Policy Framework, 2007

English Language Learners: ESL and ELD Programs and Services, 2007

Ontario Regulation 472/07

Access to School Premises -Trespass Act

OCT Standards of Teaching Practice  
Ontario Human Rights Code  
Ontario Criminal Code  
Municipal Freedom of Information and Protection of Privacy Act  
All applicable curriculum guidelines

**HWDSB Strategic Directions**

Achievement Matters  
Engagement Matters  
Equity Matters

**HWDSB Policies**

21<sup>st</sup> Century Learning and Technology  
Code of Conduct  
Collective Agreements for all employee groups  
Equity and Inclusive Education  
Harassment  
Mental Health Strategy  
Procurement  
Safe Schools Pillar  
Staff Progressive Discipline  
Student Behaviour and Discipline  
Volunteer Policy



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## Code of Conduct

**Date Approved:****Projected Review Date:**

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### **PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) recognizes that it is the responsibility of all individuals to contribute to a positive school climate. A Code of Conduct Policy provides all members of the school community with the right to be safe and to feel safe in their school community by establishing standards of behaviour consistent with the Provincial Code of Conduct. All members of the school community are expected to promote a positive school climate that is inclusive and accepting of all pupils, and that promotes the prevention of bullying.

### **GUIDING PRINCIPLES:**

- Recognize that everyone has the right to be safe and to feel safe in their school community.
- The Standards of Behaviour, which include respect, civility, responsible citizenship and safety, apply to individuals involved in HWDSB.
- Relationships founded in mutual acceptance and inclusion, foster a culture of respect when modeled by all.
- Through a shared understanding of expectations for Standards of Behaviour, all stakeholders are expected to follow the Code of Conduct outlined in this policy.

### **INTENDED OUTCOMES:**

#### **Communication of the policy:**

- promote a positive school climate
- promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- promote the prevention of bullying in schools
- promote non-violent means to resolve conflict
- promote the safety of people in schools
- promote the prevention of bullying

#### **Conflict Prevention:**

- ensure that all members of the school community are treated with respect and dignity
- maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility

#### **Professional Development:**

- provide clear expectations of the standards of behaviour and applicable consequences if inappropriate behaviours exist.

## RESPONSIBILITY:

Director of Education  
Members of Executive Council  
School Administrators

## TERMINOLOGY:

*School climate:* may be defined as the sum total of all of the personal relationships within a school. These relationships must be founded in mutual acceptance, inclusion, respect, responsibility and civility, and must be modeled by all. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promotes positive behaviours and interactions.

*Standards of Behaviour:*

*Respect, Civility and Responsible Citizenship:* All members of the school community must recognize that a whole school approach is required, and that everyone including trustees, Board employees, students, parents/guardians, Home and School, School Council, visitors, volunteers, contractors, community members on school premises, while on school buses, at school related events or activities, or in any other circumstances that could have an impact on the climate of the school must:

- respect and comply with all applicable federal, provincial, and municipal laws
- respect and model HWDSB Character Education attributes and comply with the Equity Policy and other Board policies
- 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, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, creed, sex, gender identity, gender expression, marital status, family status or disability
- 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
- follow standards consistent with the Provincial Code of Conduct
- promote the prevention of bullying
- model appropriate behaviour

*Safety:* No member of the school community must:

- engage in any bullying behaviours including the use of any physical, verbal, electronic, written, or other means of bullying
- engage in gender-based violence and incidents based on homophobia, transphobia or biphobia



- commit sexual assault
- traffic weapons or illegal drugs
- give drugs or alcohol to a minor
- commit robbery
- be in possession of any weapon, 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 or illegal drugs
- inflict or encourage others to inflict bodily harm on another person
- engage in propaganda and other forms of behaviour motivated by hate or bias, and/or commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Violations of the Code of Conduct shall be addressed through other relevant Hamilton-Wentworth District School Board Policies and provincial legislation. In addition to this Code of Conduct, reference to these specific policies and legislation, including specific roles and responsibilities, is found in the Code of Conduct Policy Directive (Section 4.0).

### **ACTION REQUIRED:**

The Code of Conduct Policy applies to persons on school or Board property, on school buses, at school- related events or activities, or in other circumstances that could have an impact on school climate. Any person who enters into an agreement, or uses school board property (third party), must follow standards consistent with the Provincial Code of Conduct and with HWDSB's Code of Conduct Policy. Principals have a legislated responsibility to maintain proper order and discipline of pupils in the school, and the organization and management of the school (Reg. 298.11 (1a, b)).

Under the leadership of the Principal, in conjunction with School Councils and the Safe and Accepting Schools Team, schools will develop a School Code of Conduct (see Section 6.0 of the Code of Conduct Policy Directive) which reflects HWDSB and provincial Codes of Conduct governing the behaviour of all persons in the school.

HWDSB and/or schools will develop communication strategies that will include, but are not limited to:

- developing protocols and partnership agreements to assist with the needs of students
- providing opportunities for teachers (including guidance counselors), support staff, administrators, and trustees to participate in training on topics such as antiracism, antidiscrimination, and gender-based violence, and will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education
- posting the Board Code of Conduct Policy on the Board website; and
- ensuring that parents, guardians, students, Parent Involvement Committee, Student Senate, Special Education Advisory Committee and other appropriate Board committees, and teaching and support staff are aware of the Code of Conduct Policy through school newsletters, student agendas, School Council meetings, Home and School Association meetings, publications, and staff meetings.

**PROGRESS INDICATORS:**

Key Areas	Assessment
Communication of the Policy	<p>Regular communication with employees through staff meetings</p> <p>Review of the policy by department or school at the beginning of each school year.</p> <p>Review of the policy with School Councils, Home &amp; School, and Student Senate annually</p> <p>Communicate to third parties, in rental agreements regarding school space, the need to follow standards consistent with the Provincial and Board Codes of Conduct.</p>
Conflict Prevention	Incorporate conflict resolution/management into leadership training.
Professional Development Programs	Establish and provide annual development programs for teachers and other staff.

**REFERENCES:****Government Documents**

Part XIII of the Education Act

Accepting Schools Act (Bill 13), 2012

Policy/Program Memorandum 128, (Dec. 5 2012)

An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007 Ont Reg 472/07

Safe Schools: Creating a Positive School Climate

Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline K-12

Ontario's Equity and Inclusive Education Strategy, 2009

Ontario First Nation, Metis and Inuit Education Policy Framework, 2007

English Language Learners: ESL and ELD Programs and Services, 2007

Trespass Act

Access to School Premises – Ontario Regulation 474/00

OCT Standards of Teaching

Ontario Human Rights Code

Ontario Criminal Code

Provincial Code of Conduct

All applicable curriculum guidelines

**HWDSB Strategic Directions**

Achievement Matters

Engagement Matters

Equity Matters

**HWDSB Policies**

21<sup>st</sup> Century Learning and Technology  
Bullying Prevention and Intervention  
Collective Agreements for all Employee Groups  
Community Use of Board Facilities/Properties  
Equity and Inclusive Education  
Harassment  
Procurement  
Safe Schools Pillar  
Staff Progressive Discipline  
Student Behaviour and Discipline  
Trustee Code of Ethics




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## Code of Conduct Directive

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**Directive for Policy X.X Code of Conduct**

**Projected Review Date:**

### **RATIONALE:**

The Education Amendment Act (Keeping Our Kids Safe at School) came into force in February 2010, amending Part XIII of the Education Act dealing with behaviour, discipline and safety. Policy and Program Memorandum 145 (2009) “Progressive Discipline and Promoting Positive Student Behaviour” provided direction to school boards regarding progressive discipline policies. HWDSB Code of Conduct establishes standards of behaviour that are consistent with the Provincial Code of Conduct and apply to all members of the school community. The Code of Conduct promotes respect within the learning and teaching environment, and sets clear provincial and board standards of behaviour. Furthermore, Bill 13, Accepting Schools Act, 2012, reestablishes the importance of promoting a positive school climate that is inclusive and accepting of all pupils and promotes the prevention of bullying.

Hamilton-Wentworth District School Board (HWDSB) believes that all individuals attending on Board or school property, on school buses, or at school-related events or activities, should be treated with dignity and respect.

The Code of Conduct promotes a positive school climate, which is a contributing factor to a safe and orderly environment. It also supports Hamilton-Wentworth District School Board’s commitment to Character Education.

Violations of the Code of Conduct shall be addressed through other relevant Hamilton-Wentworth District School Board Policies and provincial legislation (see Key Roles and Responsibilities).

Boards are required to revise their Codes of Conduct and Principals are to engage in reviews of School Codes of Conduct to align their policies with the changes in the Policy/program 128, December 2012.

### **Purpose of the Code of Conduct (Education Act 301(2))**

- to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- to encourage the use of non-violent means to resolve conflict;
- to promote the safety of people in the schools;
- to discourage the use of alcohol and illegal drugs;
- to prevent bullying in schools.

## TERMINOLOGY:

*School climate:* may be defined as the sum total of all of the personal relationships within a school. These relationships must be founded in mutual acceptance, inclusion, respect, responsibility and civility, and must be modeled by all.

*Standards of Behaviour:*

*Respect, Civility and Responsible Citizenship:* All members of the school community, including trustees, Board employees, students, parents/ guardians, Home and School, School Council, visitors, volunteers, contractors, community members on school premises, while on school buses, at school related events or activities, or in any other circumstances that could have an impact on the climate of the school must:

- respect and comply with all applicable federal, provincial, and municipal laws,
- respect and model HWDSB Character Education attributes and comply with the Equity Policy and other Board policies
- 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, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, creed, gender identity, gender expression, marital status, family status or disability
- 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.
- follow standards consistent with the Provincial Code of Conduct
- promote the prevention of bullying
- model to others what is appropriate and respond to inappropriate behaviour

*Safety:* No member of the school community should:

- engage in any bullying behaviours including the use of any physical, verbal, electronic, written or other means of bullying
- engage in gender-based violence and incidents based on homophobia, transphobia, or biphobia
- commit sexual assault
- traffic weapons or illegal drugs
- give drugs or alcohol to a minor
- commit robbery
- be in possession of any weapon, 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 or illegal drugs

- inflict or encourage others to inflict bodily harm on another person
- engage in propaganda and other forms of behaviour motivated by hate or bias; and/or
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

## **PROCEDURES:**

### **1.0 Key Roles and Responsibilities**

1.1 All members of the school community have a responsibility to uphold the HWDSB Code of Conduct. Violations of the Code of Conduct will be addressed through relevant policy and legislation.

1.1.1 For Board personnel, including Executive Council, examples would include:

- Respectful Working and Learning Environments,
- Harassment Policy
- Ontario Human Rights Code

1.1.2 For parents/guardians, examples would include:

- A verbal request to stop the offending behaviour,
- A letter of warning advising them to stop the inappropriate behaviour and advising them if the offending behaviour persists, they may be issued a trespass notice,
- Or a trespass notice issued in relation to any of the following: Access to School Premises (Ont. Reg.474/00), Trespass Act, Ontario Human Rights Code.

1.1.3 For students, examples would include:

- Promoting Positive Student Behaviour and Progressive Discipline Policy
- Suspensions
- Expulsions
- Ontario Human Rights Code

1.1.4 For Trustees, examples would include:

- Trustee Code of Ethics,
- Ontario Human Rights Code

1.1.5 For Third Parties, examples could include:

- Provincial Code of Conduct
- Harassment Policy

### **1.2 Principal Roles/Responsibilities**

1.2.1 Principals will hold everyone to the highest standard of respectful/responsible behaviour and will take a daily leadership role in the school when they:

- demonstrate care and commitment to academic excellence in a safe teaching and learning environment
- hold everyone under their authority, accountable for their behaviour and actions
- empower students to be positive leaders in their school and community

- communicate regularly and meaningfully with all members of their school community
- model respect, responsibility, and civility and ensure these are taught as part of the curriculum
- encourage and promote a positive school climate through modeling and ongoing professional development for staff
- promote the prevention of inappropriate behavior, including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia, or biphobia
- notify the parent of student who may have been harmed in an incident as well as the student the principal believes has engaged in the activity that resulted in the harm
- maintain consistent standards of behaviour for all students; and
- model the character attributes of Hamilton-Wentworth District School Board.

### 1.3 Teacher and Staff Roles/Responsibilities

1.3.1 Under the leadership of their principals, teachers and school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful/responsible behaviour. As role models, they can do this when they:

- help students work to their full potential and their sense of self-worth
- empower students to be positive leaders in their classrooms, school, and community
- communicate regularly and meaningfully with parents/guardians
- maintain consistent standards of behaviour for all students
- promote a safe learning environment for students
- promote the prevention of bullying
- address inappropriate student behavior and promote early intervention
- demonstrate respect for students, staff, parents/guardians, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship; and
- model the character attributes of Hamilton-Wentworth District School Board.

### 1.4 Student Roles/Responsibilities

1.4.1 Students demonstrate respect and responsibility when they:

- come to school prepared, on time, and ready to learn
- show respect for themselves, others and those in authority
- refrain from bringing anything to school that may compromise the safety of self or others
- demonstrate responsibility for actions or behaviour off school property or outside of the school day that would have an impact on the school climate
- follow the established rules and take responsibility for their own actions
- model the character attributes of Hamilton-Wentworth District School Board
- promote the prevention of bullying
- demonstrate appropriate participation in the civic life of the community.

### 1.5 Parent/Guardian Roles/Responsibilities

- 1.5.1 Parents/Guardians support a safe and respectful learning environment when they:
- show an active interest in their child's school work and progress
  - communicate regularly with the school
  - help their child be neat, appropriately dressed and prepared for school
  - ensure that their child attends school regularly and on time
  - promptly report to the school their child's absence or late arrival
  - become familiar with the Code of Conduct and school rules
  - promote the prevention of bullying
  - encourage and assist their child in following the rules of behaviour; and
  - assist school staff in dealing with disciplinary issues involving their child.

## 1.6 Trustees and Executive Council Roles/Responsibilities

- 1.6.1 Trustees and Executive Council members will model behaviour consistent with the Code of Conduct and character attributes of Hamilton-Wentworth District School Board when they:
- monitor and evaluate the effectiveness of policies developed by board under clause

## 2.0 Community Partners, Police, Volunteers, Board retained Contractors and Consultants and Visitors Roles/Responsibilities

- 2.1 All community partners and service providers, volunteers, Board retained contractors and consultants, and visitors should be made aware of the Code of Conduct to enable them to model it when in schools or at school related events, or on school property. Any agreements, protocols and/or contracts with partners, contractors and consultants will clearly articulate the expectation that all individuals and groups shall follow standards consistent with the Code of Conduct.
- 2.2 The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with Hamilton-Wentworth District School Board that was revised in 2011, based on a provincial model.

## 3.0 Development of School Codes of Conduct

- 3.1 Under the leadership of the Principal, the development of the School Code of Conduct shall include the School Council and the Safe Schools Team.
- 3.2 The following shall also be considered when developing the School Code of Conduct:
- Involve staff, student councils/students where appropriate, Home and School, and community members if available
  - Ensure the School Code of Conduct is consistent with the HWDSB Code of Conduct and the Provincial Code of Conduct
- 3.3 The School Code of Conduct shall include:
- the definition of positive school climate
  - the purpose of the Code of Conduct to prevent bullying in schools
  - the standards of behaviour identified as respect, civility, and responsible citizenship
  - the key roles and responsibilities for staff, students, and parents/guardians



3.4 School Codes of Conduct should be reviewed every three years.

#### **4.0 Communication of School Codes of Conduct**

- 4.1 Ensure each staff member, and new staff each year, are provided with a copy of the School Code of Conduct.
- 4.2 Provide each student with a copy of the Code of Conduct to be sent home each year. (The student responsibilities may be included in the student agenda with a reference to the full policy on the HWDSB website, and the availability of the full policy in the school).
- 4.3 Direct and/or facilitate visitors, volunteers, etc. to view the HWDSB Code of Conduct on the Board website.
- 4.4 Ensure the School Code of Conduct is placed on the school website.



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## **Student Behaviour and Discipline**

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**Date Approved: June 2013**

**Projected Review Date: June 2017**

### **PURPOSE:**

The purpose of the Student Behaviour and Discipline Policy is to promote a positive school climate through a whole school approach that supports student achievement and well-being. The policy reflects an approach to utilizing a continuum of strategies including promotion of programs to build social skills, interventions to help students change inappropriate behaviours, consequences when inappropriate behaviours persist, and progressive discipline when more serious incidents occur.

### **GUIDING PRINCIPLES:**

- 1) Every student is entitled to a safe and caring learning environment in which to learn.
- 2) Respectful, positive working environments are created by modeling relationships founded in mutual acceptance and inclusion, and by promoting, supporting, and recognizing appropriate behaviours.
- 3) Programs which focus on violence prevention, bullying prevention, and building healthy relationships provide the foundation for an effective continuum of prevention strategies within a school.
- 4) Inappropriate behaviours are effectively dealt with by employing a range of consequences that are developmentally appropriate, provide the opportunity to learn from mistakes, and focus on improving behaviour.

### **INTENDED OUTCOMES:**

The goal of the Student Behaviour and Discipline Policy is to:

- support a safe, inclusive and accepting learning and teaching environment in which every student can reach his or her full potential
- promote positive student behaviours through social skill programs that support the character attributes of Hamilton-Wentworth District School Board (HWDSB): acceptance, caring, citizenship, courage, empathy, honesty, integrity, respect, responsibility, and trustworthiness
- reinforce appropriate student behaviours
- address inappropriate student behaviours
- enhance academic achievement and student well-being
- provide a shared understanding of characteristics of a positive school climate
- reflect current legislation and Ministry of Education policy

## RESPONSIBILITY:

Director of Education  
Members of Executive Council  
School Principals

## TERMINOLOGY:

*Adult Pupil:* For the purpose of this policy, an “adult pupil” who is 18 years of age or older or who is 16 or 17 and has withdrawn from parental control.

*Bullying:* (refer to the Bullying Policy for types and descriptions of bullying behaviours)  
Bullying is defined as aggressive and typically repeated behaviour by a student where the behaviour is intended, or the student ought to know that the behaviour would be likely to have the effect of:

- causing fear or distress to another individual, including physical, psychological, social or academic harm
- harm to the person's reputation or property, or
- creating a negative environment at the school for another individual, and the behaviour occurs in a context where there is a real or perceived power imbalance 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.

*Child and Family Services Review Board (CFSR Board):* The Child and Family Services Review Board provides a mechanism under the Child and Family Services Act to hear an appeal of a school Board's decision to expel a pupil. The CFSR Board makes specific decisions on the residential placement of children; refusal of placement by private adoption licensees; rules on licenses for children's residences, adoption placement, day nurseries and private home day care; refusal to disclose adoption information; and applications for the release of children from emergency secure treatment facilities.

*Committees:*

(i) *Expulsion Hearing Committee:* A committee of three or more Trustees of Hamilton-Wentworth District School Board, established to hear a recommended expulsion of a pupil.

(ii) *Suspension Appeals Committee:* A committee of three or more Trustees of Hamilton-Wentworth District School Board, established to hear an appeal of a principal's decision to suspend a pupil.

*Individual Education Plan (IEP):* A plan that provides modifications or accommodations to program of exceptional students, or, in some cases, students who have specific needs. (complete definition available in schools or on the Ministry of education website.)

*Parent/Guardian:* Where there is a reference to involving a parent/guardian it means the custodial parent or guardian of a minor who is under 18 years of age or is not 16 or 17 and removed from parental control.

*Positive School Climate:* School climate is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community (staff, students, parents) feel safe, included, and respected; and actively promote and model positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to promote a positive school climate and a culture of mutual respect.

*Progressive Discipline:* Progressive Discipline is an approach that utilizes a continuum of prevention programs, interventions, and supports to promote positive student behavior. Appropriate consequences to address inappropriate student behavior are also included in the continuum. This approach to student discipline also includes learning opportunities for students that reinforce positive behaviours and help students make good choices.

*Superintendent:* Superintendent of Hamilton-Wentworth District School Board responsible for the supervision of the school attended by the pupil who is suspended or recommended for expulsion.

*Whole-School Approach:* A whole-school approach involves all members of the school community including, but not limited to, staff, students, administrators, and parents. It supports efforts to ensure that schools are safe, inclusive and accepting. It involves the development of respectful and caring relationships between staff, between students and between staff and students and parents. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies and procedures.

## Activities Leading to Possible Suspension or Expulsion

<p style="text-align: center;"><b>SUSPENSION</b> (1 to 20 days)</p>	<p style="text-align: center;"><b>EXPULSION</b> <b>Consult with School's Superintendent; Issue 20 day suspension pending expulsion; Conduct investigation; Determine suspension or referral to expulsion hearing</b></p>
<p>A principal <u>shall consider whether to suspend</u> a pupil if he or she has reasonable grounds to believe that the student has engaged in any of the following activities while at school, at a school-related event, or in other circumstances where engaging in the activity will have an impact on the school climate:</p> <p><b>Education Act</b></p> <ol style="list-style-type: none"> <li>1. uttering a threat to inflict serious bodily harm on another person</li> <li>2. possessing alcohol or illegal drugs</li> <li>3. being under the influence of alcohol</li> <li>4. swearing at a teacher or at another person in a position of authority</li> <li>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</li> <li>6. bullying</li> <li>7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board</li> </ol> <p><b>HWDSB</b></p> <ol style="list-style-type: none"> <li>8. violations under the Equity Policy; e.g. racist, sexist, hate-motivated or derogatory; comments injurious to the physical or mental well-being of any member of the school community</li> <li>9. violations of the Standards of Behaviour in the Code of Conduct e.g. repeated disrespect of authority</li> <li>10. using social media in such a way that negatively impacts others or school climate.</li> <li>11. inappropriate behaviours, including biting, spitting, kicking, etc.</li> <li>12. physical fighting and assault (not requiring medical treatment).</li> </ol>	<p>A principal <u>shall suspend</u> a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or event, or in other circumstances where engaging in the activity will have an impact on the school climate:</p> <p><b>Education Act:</b></p> <ol style="list-style-type: none"> <li>1. possessing a weapon, including possessing a firearm</li> <li>2. using a weapon to cause or to threaten bodily harm to another person</li> <li>3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner</li> <li>4. committing sexual assault</li> <li>5. trafficking in weapons or in illegal drugs</li> <li>6. committing robbery</li> <li>7. bullying (<i>if the pupil has been previously suspended for engaging in bullying and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person</i>)</li> <li>8. any activity listed in Ed Act Subsection 306(1) that is motivated by bias, prejudice, or hate</li> <li>9. giving alcohol to a minor</li> <li>10. any other activity for which a student may be expelled under Board policy</li> </ol> <p><b>HWDSB</b></p> <ol style="list-style-type: none"> <li>11. serious violations of the Standards of Behaviour in the Code of Conduct e.g. Repeated disrespect of authority</li> <li>12. committing an act of vandalism that causes extensive damage to Board property</li> <li>13. continuous pattern of behaviour injurious to the learning or safety.</li> <li>14. his/her presence constituting an unacceptable risk.</li> </ol>

## **ACTION REQUIRED:**

### **School Climate Surveys:**

- School climate surveys will be administered to students in schools once every two years.
- Parent and Staff surveys will include questions related to school climate.
- Staff surveys are administered annually.
- Parent surveys are administered once every two years.

### **Prevention and Awareness Training:**

The Board will develop programs and provide opportunities for all members of the school community to increase their awareness and understanding to ensure consistency in the policy implementation. Training will focus on:

- developing a positive school climate and building healthy relationships through safe schools, equity, mental health and inclusion,
- developing a common understanding of student expectations
- promote student engagement in supporting positive school climate
- prevention of behaviours that could lead to suspension or expulsion, and
- appropriate consequences for inappropriate behavior
- progressive discipline.

### **Communication:**

Hamilton-Wentworth District School Board will post the Student Behaviour and Discipline Policy and supporting policy directives on the Board Website. Schools will ensure that parents/guardians/students/staff are aware of the Student Behaviour and Discipline Policy. A revised Safe and Caring Pamphlet for parents/guardians will be developed and made available to parents.

### **Board Plan:**

The Board will develop a two year plan to address bullying and other school climate issues. The plan will include strategies for prevention, intervention, consequences, and discipline. The plan will be posted on the Board website and reviewed annually, beginning 2013.

### **School Plans:**

Each school will develop a school plan, in consultation with their School Council, Home and School (where one exists), students, teachers, and other staff members, that includes a continuum of interventions, supports, and consequences that reflect the direction of this policy.

### **Resources:**

*Curriculum-linked* resources and other relevant materials that promote positive student behaviour will be identified for schools. Resources will focus on building character attributes, healthy relationships, and other factors that contribute to student achievement and well-being.

*Other Resources (eg: Programs, Student Services, Community Partnerships, Student Engagement)* The Board will annually review the data related to student behavior to determine the needs of students who require further support to promote positive behaviours and healthy relationships.

Specific resources can be viewed in the supporting policy directives for this policy, which include:

- Progressive Discipline and Promoting Positive Student Behaviour
- Bullying Prevention and Intervention

## PROGRESS INDICATORS:

Data will be collected to measure how the intended outcomes contained in this policy have been achieved. This will include, but may not be limited to the following key areas and components:

Key Area	Assessment
<p>Students feel safe, included and accepted in the learning environment.</p> <p>Schools will provide evidence based/ curriculum-linked pro-social skill building opportunities/programs for students.</p>	<p>School Climate Survey indicates improved student sense of safety. Board data shows improvement in all categories</p> <p>Input /data from student forums indicates students feel comfortable and safe at school.</p> <p>School plans include programs/opportunities for students to learn/engage in building healthy relationships and pro-social skills. The plans are reviewed with the Superintendent during the School Improvement Visit using school based data.</p>
<p>Students demonstrate fewer inappropriate behaviours.</p>	<p>Decrease in incidents resulting in suspensions or expulsions.</p> <p>Fewer incidents of bullying leading to suspension.</p>
<p>Parents indicate that their children are safe at school.</p>	<p>Parent Survey</p>

## REFERENCES:

### Government Documents

Part XIII of the Education Act (300.0-316.0): Student Behaviour, Discipline, and Safety  
 An Act to Amend the Education Act (Accepting Schools Act), 2012  
 Policy/Program Memorandum 141, Programs for Students on Long Term Suspension  
 Policy/Program Memorandum 142: Program for Expelled Students  
 Policy Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour  
 PPM 119: Developing and Implementing Inclusive Education Policies in Ontario Schools 2009  
 Keeping Our Kids Safe at School Act (Bill 157) 2010  
 Ontario Regulation 472/00 Shaping A Culture of Respect in Our Schools 2008  
 Ontario Regulation 181/98 "Identification and Placement of Exceptional Pupils"  
 Access to School Premises – Ontario Regulation 474/00  
 OCT Standards of Teaching Practice  
 Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, K-12 2010  
 English Language Learners: ESL and ELD First Nation, and Inuit Education Policy Framework 2007  
 Ontario's Equity and Inclusive Education Strategy, 2009  
 Ontario Human Rights Code  
 Ontario Criminal Code

**HWDSB Strategic Directions**

Achievement Matters  
Engagement Matters  
Equity Matters

**HWDSB Policies**

Code of Conduct Policy/Policy Directive  
Bullying Prevention and Intervention Policy/Policy Directive  
Equity Policy/Policy Directive  
Information Technology Policy/Policy Directive (in progress)  
Progressive Discipline Procedures (employees)  
Police/Board Protocol 2011  
Collective Agreements for all employee groups  
Municipal Freedom of Information and Protection of Privacy Act  
Safe Schools Pillar Policy  
Volunteer Policy






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## Suspension, Expulsion and Programs for Long-Term Suspended or Expelled Students Directive

Directive for Policy 6.4 Student Behaviour and Discipline

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Projected Review Date: June 2017

### RATIONALE:

The Education Amendment Act (Keeping Our Kids Safe at School) came into force in February 2010, amending Part XIII of the Education Act dealing with behaviour discipline, and safety. In 2012, the Accepting Schools Act (Bill 13) made further changes to the legislation with the goal of promoting a positive school climate that is inclusive and accepting of all students. It also strengthens the legislation regarding the prevention of bullying. The following Policy /Program Memoranda (PPM), which form the basis for our policy directives, changed as well: PPM 145: Progressive Discipline and Promoting Positive Student Behaviour, PPM 141: School Board Programs for Students on Long-term Suspension, and PPM 142: School Board Programs for Expelled Students. Two of the PPMs have many of the same processes related to suspension and expulsion. To align these two policies directives, they are combined into one policy directive titled Suspension, Expulsion, and Programs for Long-term Suspended or Expelled Students. Thus the continuum of prevention (programs), intervention (progressive discipline), and consequence (suspension/expulsion) will be supported by two policy directives.

Hamilton-Wentworth District School Board recognizes the importance of promoting a positive school climate. HWDSB supports using the curriculum as an integral support for students in developing positive behaviours. Initiatives such as Safe and Caring Schools, Character Development, Program Strategy, Student Success Strategy, Mental Health Strategy, Gay-Straight Alliances (e.g. Positive Space groups), and the Equity and Inclusive Education Strategy are key in promoting and supporting appropriate and positive student behaviours.

Hamilton-Wentworth District School Board recognizes that when inappropriate behaviour occurs, developmentally appropriate action must consistently be taken to address behaviours that are contrary to the Provincial and Board Codes of Conduct. The action should be applied within a framework that shifts the focus from one that is solely punitive, to one that is both corrective and supportive. Hamilton-Wentworth District School Board is committed to a progressive discipline approach that builds and sustains a positive school climate for all students to support their education.

### TERMINOLOGY:

*Student:* As used in this Policy Directive, refers to *pupil*, as used in the Education Act.

*Adult Student:* For the purpose of this policy directive, an “adult student” is a student who is 18 years of age or older or who is 16 or 17 and has withdrawn from parental control.

**Bullying:** Bullying is defined as aggressive and typically repeated behaviour by a student where the behaviour is intended, or the student ought to know that the behaviour would be likely to have the effect of:

- causing fear or distress to another individual, including physical, psychological, social or academic harm,
- harm to the person's reputation or property or creating a negative environment at the school for another individual, and the behaviour occurs in a context where there is a real or perceived power imbalance 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.

**Child and Family Services Review Board (CFSR Board):** The Child and Family Services Review Board provides a mechanism under the Child and Family Services Act to hear an appeal of a school Board's decision to expel a student. The CFSR Board makes specific decisions on the residential placement of children; refusal of placement by private adoption licensees; rules on licenses for children's residences, adoption placement, day nurseries and private home day care; refusal to disclose adoption information; and applications for the release of children from emergency secure treatment facilities.

**Committees:**

(i) **Expulsion Hearing Committee:** A committee of three or more Trustees of Hamilton-Wentworth District School Board, established to hear a recommended expulsion of a student.

(ii) **Suspension Appeals Committee:** A committee of three or more Trustees of Hamilton-Wentworth District School Board, established to hear an appeal of a principal's decision to suspend a student.

**Designated Superintendent:** The Designated Superintendent is the Superintendent of Hamilton-Wentworth District School Board responsible for the Board's Safe Schools Portfolio.

**Expulsion:** A decision made by the Expulsion Hearing Committee of the Board that prohibits a student from attending his/her own school or all schools of the Board, and participating in school-related activities until such time as the requirements of the Student's Action Plan are completed. Expulsions must be 21 days or more.

**Individual Education Plan (IEP):** Please see Ministry of Education Resource Guide "Individual Education Plan" 2004 – page 6; also available on the Ministry of Education website or in schools.

**Positive School Climate:** School climate is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and respected and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the conditions to promote a positive learning environment to promote a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

**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 under 18 years of age, or is not 16 or 17 and removed from parental control.

*Progressive Discipline:* Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour. This approach builds upon strategies that promote both positive student behaviours and positive school climate. The approach to student discipline must include learning opportunities for students in order to reinforce positive behaviours and help students to make good choices.

*School Superintendent/Superintendent:* School Superintendent/Superintendent is the Superintendent of Hamilton-Wentworth District School Board responsible for the supervision of the school attended by the student who is subject to expulsion.

*Suspension:* A decision that prohibits a student from attending school or participating in school-related activities for a period not to exceed 20 days.

*Whole-School Approach:* A whole-school approach involves all members of the school community and supports efforts to ensure that schools are safe, inclusive and accepting. It involves the development of respectful and caring relationships between staff, between students and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies and procedures. A whole-school approach is valuable in addressing issues such as racism, intolerance based on religion or disability, bullying, homophobia and gender-based violence.

## **PROCEDURES:**

### **1.0 Delegation of Authority Regarding Student Discipline**

Whenever possible, at least one administrator is to be present on school property. The Education Act provides a Principal with the authority to delegate power, duties, or functions under Part XIII – “Behaviour, Discipline and Safety” as outlined below.

#### 1.1 The Principal must ensure that:

- the delegate (Vice-Principal or Teacher ) is provided with the cell phone and office numbers of the appropriate Supervisory Officer of the school, plus the cell phone and office number of a minimum of one other Supervisory Officer
- if no administrator is present on school property, staff must be notified who has administrative responsibilities, and for what duration
- the delegation of authority to a teacher is in writing outlining what the teacher delegate can, and cannot do.

#### 1.2 Delegation to the Vice-Principal: 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
- suspensions for more than six school days.

#### 1.3 Delegation to Teachers: The Principal's authority may be delegated to a teacher under Part XIII of the Education Act which states:

- the delegate must respect all collective agreements

- the delegate may have the authority to initially deal with situations involving activities that must be considered for suspension or expulsion, with the most important consideration being given to safety of those involved
- the delegate may undertake an initial investigation according to Board direction
- the delegate must report all details of the initial investigation to the Principal or Vice-Principal as soon as possible
- the delegate must report to the Principal or Vice-Principal any activities that must be considered for suspension or expulsion, reported to them by other staff members during the Principal's absence (suggest a 'log' be kept)
- the delegate may be given limited authority to contact the parent/guardian of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered; only the nature of the harm to the student and the nature of the activity that resulted in the harm may be shared
- if the teacher is not sure if they should call the parent/guardian, the teacher should contact the Principal, Vice-Principal or Supervisory Officer for direction. The Principal is responsible for following up with the parent/guardian as soon as possible
- teachers may not be delegated authority regarding suspension decisions or recommendations regarding expulsion.

## **2.0 Responding by Board Employees to Serious Incidents**

All Board employees who work directly with students must respond to all student behaviour that negatively impacts on the school climate.\*

Board employees who work directly with students include administrators, teachers, and non-teaching staff (including staff in social work, child and youth, psychology and related areas, educational assistants, early childhood educators, etc.)

Responding may include: asking a student to stop the inappropriate behaviour, naming the inappropriate behaviour and explaining why it is inappropriate and/or disrespectful, and asking the student to correct the behaviour. (e.g. apologize for a hurtful comment and/or to rephrase a comment).

*\*Note: Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves, a student, or to another person.*

## **3.0 Reporting by Board Employees of Serious Incidents**

All Board employees who work directly with students must report to the Principal, all student behaviour for which suspension or expulsion may be considered. *See Appendix 'A'*

The purpose of reporting serious student incidents to the principal is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

Board employees who work directly with students include administrators, teachers, early childhood educators, and non-teaching staff (including staff in social work, child and youth, psychology and related areas, educational assistants, etc.). Bus drivers, and employees, and employees and contractors of third party operators providing before/after school programs for Full Day Kindergarten on the school site must also report incidents of bullying.

**VERBAL REPORTS:** A verbal report must be made to the Principal for incidents in which suspension or expulsion would not be considered. The verbal report is to be made as soon as possible following the incident.

**WRITTEN REPORTS:** For incidents in which suspension or expulsion must be considered, Board employees must report to the Principal no later than the end of the school day, and confirm their report in writing using the Ministry Safe Schools Incident Reporting Form-Part 1. The written report is to be submitted as soon as possible, and in any case, within 24 hours of the incident.

#### 4.0 Principal Response to Reports

After a report is submitted, the Principal must:

- provide a written acknowledgement of the receipt of the report using the Ministry 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 acknowledgement
- indicate if the investigation is “completed”, or “in progress” if further investigation is needed; particularly for incidents that may lead to suspension or expulsion, including bullying
- once investigation is completed, communicate the results of the investigation to the person who made the report (unless, in the Principal’s opinion, it would not be appropriate to do so). Actions taken could include anything on the progressive discipline continuum e.g. warning, contacting parent/guardian, removal of privileges, suspension, expulsion, or utilize the Police/Board Protocol for incidents requiring police involvement, or other Board protocols for specific incidents eg. CAS protocol
- notify the parent or guardian of a student who the principal believes has been harmed as a result of the specified activity
- notify the parent or guardian of any student who engaged in the activity that resulted in the harm.

**If no further action** is taken by the Principal, there is no requirement to retain the report and it should be destroyed. The report is not to go in the Ontario School Record (OSR).

**If action is taken**, the form and documentation must be kept in the student’s Ontario School Record (OSR) for a minimum of one year, and:

- 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,
- nothing about the incident is to go into the victim’s OSR unless the victim or parent/guardian of the victim specifically request that this is done
- where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken and documentation will be placed in the student’s OSR for a minimum of one year.

**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.*

## 5.0 Activities Leading to Possible Suspension or Expulsion

Refer to Appendix A

## 6.0 Factors Principals Must Consider Prior to Suspension or Expulsion (Ontario Regulation 472/07 “Behaviour, Discipline and Safety of Students”)

In considering whether to suspend a student for engaging in an activity that may lead to suspension or expulsion, the following mitigating factors shall be taken into account by the Principal:

### Mitigating Factors

- the student does not have the ability to control his or her behaviour
- the student does not have the ability to understand the foreseeable consequences of his or her behaviour
- the student’s continuing presence in the school does not create an unacceptable risk to the safety of any person.

### Other Mitigating Factors to be Considered

Where the student is able to control his or 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 the suspension and whether further investigation should be undertaken to recommend that the student be expelled:

- the student’s history
- whether a progressive discipline approach has been used with the student
- whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment
- how the suspension or expulsion would affect the student’s ongoing education
- the student’s age
- where in the case of a student for whom an individual education plan has been developed:
  - a) whether the behaviour was a manifestation of a disability identified in the student’s individual education plan
  - b) whether appropriate individualized accommodation has been provided; and
  - c) whether a suspension or expulsion is likely to result in an aggravation or worsening of the student’s behaviour or conduct.

## 7.0 Notice to Parent/Guardian of Students Who Have Been Harmed (Section 300.3(3).Ed.Act)

Principals are required to inform the parent/guardian of students **who have been harmed** as a result of any serious student incident for which suspension or expulsion must be considered. Principals shall disclose the following information:

- the nature of the activity that resulted in the harm to the student
- the nature of the harm to the student
- the steps taken to protect the student’s safety, including the nature of any disciplinary measures taken in response the activity



- the supports that will be provided for the student in response to the harm that resulted from the activity (e.g. safe intervention plan)
- Principals must invite parents/guardians to have a discussion with him/her about the supports that will be provided for their child.

## 8.0 Notice to Parent/Guardian of Students Who Have Engaged in Serious Incidents

Principals are required to inform the parent/guardian of students **who have engaged in serious student incidents**. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm to the other student
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to his/her engagement in the activity (e.g. student services support, support for referral to community agency, etc.)
- Principals must invite parents/guardians to have a discussion with him/her about the supports that will be provided for their child.

## 9.0 Disclosure

9.1 **Principals are not permitted to inform** the parents/guardians of a victim when, in the Principal's opinion, doing so would put the victim at risk of harm from the parent/ guardian. If the Principal decides not to notify the parent/guardian, the Principal must:

- consult with the manager of student services for further advice
- document the rationale for the decision not to notify the parent/guardian of the student
- inform the school Supervisory Officer of this decision
- if a teacher reported the harm to the principal, inform the teacher of the decision
- if it is determined it is appropriate to do so, inform other Board employees of the decision not to notify a parent/guardian of the student.

9.2 **Principals must not disclose** the name of the aggressor or any other identifying or personal information with the parents/guardians of the victim or harmer beyond what is listed above (e.g. referral to counselling or any other personal information).

9.3 If a staff person has any reasonable grounds to suspect that a student, who is under the age of 16, is or may be in need of protection from the person having charge of him or her, the staff person must report this directly to the CAS, and not rely on any other person to report on his or her behalf.

## 10.0 Decision

- If the decision is to suspend 1-20 days, refer to Appendix B
- If the decision is to recommend suspension pending expulsion of the student, refer to Appendix C

## 11.0 Supports for Victims of Serious Student Incidents

(incidents leading to suspension or expulsion: Education Act Subsection 306(1) or 310(1))

All Board employees must take allegations of gender-based violence, homophobia, transphobia, biphobia, sexual harassment, and inappropriate sexual behaviour (PPM145) and bullying (PPM144) seriously and act in a timely, sensitive, and supportive manner.

Board employees working directly with students must support all students, including those who disclose/report such incidents by:

- providing contact information about professional supports (e.g. community agency)
- developing specific student plans to protect the student (e.g. safe intervention plans)
- making this information readily available to students who may wish to discuss issues of healthy relationships, gender identity, and sexuality (e.g. public health)
- providing parents/guardians with student services pamphlet if they are not satisfied with the supports their child receives
- contacting the manager of student services for assistance in referring students to a community agency for confidential support when his/her parents/guardians are not notified (e.g. Sexual Assault Centre, Kids Help Phone, LGBT Youth Line)
- developing specific student plans to protect the student (e.g. safe intervention plans)

When the Board (in consultation with the Principal) 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, unless the victim/parent/guardian makes a specific request to do so.

## **12.0 Supports for Students Who Have Engaged in Serious Incidents**

Students who have engaged in a pattern of harmful or hurtful behavior, or in an incident resulting in serious harm, will require support to change the behavior. This support should be planned in consultation with the student and his/her parent/guardian. Supports could be initiated by the parent/guardian, or in some cases may require school resources, such as the school administration or social worker to assist them. For students on long-term suspension or expulsion, students may access the Gateway Program, which provides academic support as well as support to help the student change his/her behavior. Community partnerships can also be considered as sources for obtaining help or support for the student.

## **13.0 Supports for Bystanders**

Students who witness harm being done to others need support to ensure they understand that our schools are safe. In elementary schools, teachers are often able to debrief playground incidents with students to help them understand what happened, why it happened, and how it can be prevented from happening again. There are more serious incidents however, that require a school or community response. In these serious incidents, Student Services is able to provide guidance on how to handle situations or discuss the incidents. In extreme cases, the Board provides a response team that can assist directly in the school.

## **14.0 Partnerships**

Hamilton-Wentworth District School Board works in collaboration with community agencies to address the needs of students. Building these partnerships will be ongoing.



## Activities Leading to Possible Suspension or Expulsion

## APPENDIX A

<p style="text-align: center;"><b>SUSPENSION</b> (1 to 20 days)</p>	<p style="text-align: center;"><b>EXPULSION</b> <b>Consult with School's Superintendent; Issue 20 day suspension pending expulsion; Conduct investigation; Determine suspension or referral to expulsion hearing</b></p>
<p>A principal <u>shall consider whether to suspend</u> a pupil if he or she has reasonable grounds to believe that the student has engaged in any of the following activities while at school, at a school-related event, or in other circumstances where engaging in the activity will have an impact on the school climate:</p> <p><b>Education Act</b></p> <ol style="list-style-type: none"> <li>1. uttering a threat to inflict serious bodily harm on another person</li> <li>2. possessing alcohol or illegal drugs</li> <li>3. being under the influence of alcohol</li> <li>4. swearing at a teacher or at another person in a position of authority</li> <li>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</li> <li>6. bullying</li> <li>7. any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board</li> </ol> <p><b>HWDSB</b></p> <ol style="list-style-type: none"> <li>8. violations under the Equity Policy; e.g. racist, sexist, hate-motivated or derogatory; comments injurious to the physical or mental well-being of any member of the school community</li> <li>9. violations of the Standards of Behaviour in the Code of Conduct e.g. repeated disrespect of authority</li> <li>10. using social media in such a way that negatively impacts others or school climate.</li> <li>11. inappropriate behaviours, including biting, spitting, kicking, etc.</li> <li>12. physical fighting and assault (not requiring medical treatment).</li> </ol>	<p>A principal <u>shall suspend</u> a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or event, or in other circumstances where engaging in the activity will have an impact on the school climate:</p> <p><b>Education Act:</b></p> <ol style="list-style-type: none"> <li>1. possessing a weapon, including possessing a firearm</li> <li>2. using a weapon to cause or to threaten bodily harm to another person</li> <li>3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner</li> <li>4. committing sexual assault</li> <li>5. trafficking in weapons or in illegal drugs</li> <li>6. committing robbery</li> <li>7. bullying (<i>if the pupil has been previously suspended for engaging in bullying and the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person</i>)</li> <li>8. any activity listed in Ed Act Subsection 306(1) that is motivated by bias, prejudice, or hate</li> <li>9. giving alcohol to a minor</li> <li>10. any other activity for which a student may be expelled under Board policy</li> </ol> <p><b>HWDSB</b></p> <ol style="list-style-type: none"> <li>11. serious violations of the Standards of Behaviour in the Code of Conduct e.g. Repeated disrespect of authority</li> <li>12. committing an act of vandalism that causes extensive damage to Board property</li> <li>13. continuous pattern of behaviour injurious to the learning or safety.</li> <li>14. his/her presence constituting an unacceptable risk.</li> </ol>

**SUSPENSION PROCEDURES:****1.0 Duration of Suspension**

The minimum duration of a suspension is one school day and the maximum is 20 school days.

When determining the length of a suspension, a principal shall consider any mitigating or other factors prescribed by the regulations.

If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the Violent Incident Reporting form must be retained in that student's OSR for:

- one year, if the student's suspension was quashed or withdrawn and the record of suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period
- three years, if the student was suspended for the violent incident.

**1.1 Short-term suspension (one to five days)**

For suspensions of five school days or less:

- attempt to contact the parent, prior to the student being suspended
- must provide school work packages for students to complete at home while serving the suspension to assist students to continue their academic studies
- the school work must be available to the adult student's designate or the student's parent/ guardian or designate no later than one day following the suspension being issued.

**1.2 Consultation with the School's Superintendent for suspensions of six days or more**  
Consultation with the School's Superintendent is required for suspensions of six or more school days to discuss:

- the investigation undertaken
- the circumstances of the incident;
- whether or not one or more of the mitigating factors are applicable in the circumstances; and
- the appropriate length of the suspension.

**1.3 Long-term Suspensions (11-20 days)**

For suspensions of 11-20 days, the Board will provide a program for students who make a commitment to attend the program.

- a Student Action Plan (SAP) will be developed for every student on a long-term suspension who makes a commitment to attend the Board's program for suspended students
- for six to 10 days suspension, the SAP will include an academic component to continue his/her education
- for 11-20 days suspension, the SAP will contain both an academic component to support the student in continuing his or her education and non-academic component to assist the student in the development of positive behaviours and attitudes
- A SAP must be developed for every student on a long-term suspension who makes a commitment to attend the Board program for suspended students.

## **2.0 Notice of Suspension**

The principal must make all reasonable efforts to inform the adult student and/or parent/guardian of the suspension from school and from engaging in school related activities, and in any case, within 24 hours.

- 2.1 In all cases, an attempt must be made to contact the parent/guardian and/or the adult student immediately to apprise them of the suspension and inform them that the letter of suspension is being forwarded. It is important to highlight information regarding the suspension program referral, the Student Action Plan, and the availability of the School Superintendent for consultation.
- 2.2 Within 24 hours of the decision, the principal shall send written notification of the decision to suspend. Notification is to be given to the student's teachers, parent/guardian for students under the age of 18. Notification is given to the student for those 18 years of age and over, or for those 16 to 17 years old who has withdrawn from parental control.
- 2.3 The notification letter must include the following: the reason for the suspension, a one line explanation of the reason, the duration of the suspension, information pertaining to any suspension program to which the student may be assigned, the right to consult with the school superintendent, and information about the right to appeal. A copy of the Board's suspension policy shall be attached
- 2.4 Copies of the letter of suspension shall be forwarded to the School Superintendent of Education, Manager of Social Work Services, teacher(s) of the student, and in the Ontario School Record folder.

## **3.0 Suspension Appeal**

- 3.1 A parent/guardian/ or; student 18 years or older who wishes to appeal a suspension may contact the School Superintendent of Education to discuss any matter relating to the suspension and/or appeal of the suspension.
- 3.2 Where a student has been suspended, the parent/guardian of a student who is less than 18 years of age, or an adult student, or a student who is 16 or 17 and has withdrawn from parental control may appeal the suspension. The appeal must be made in writing and delivered to the Superintendent of the School within 10 school days of the start of the suspension.
- 3.3 When a written notice of a suspension appeal is received, the Appeals committee of the Board will promptly contact every person entitled to appeal the suspension and inform them that the written notice of appeal has been received.
- 3.4 The parties to the appeal shall be the parent/guardian if the student is under the age of 18, or the student if 16 or 17 years of age and withdrawn from parental control, or student if aged 18 years or older, the principal who suspended the student, the person who appealed the decision if other than the student or parent/guardian and such other parties whom the Appeals committee may direct.

- 3.5 A student who (under 18 years of age and still under parent control) is not a party to the appeal has the right to be present at the appeal and to make a statement on his or her own behalf.
- 3.6 An appeal to the Board does not stay the suspension.

#### **4.0 Suspension Appeal Hearing**

- 4.1 The Board may delegate its powers and the duties of the Board under the Education Act, as amended, and its Regulations, in respect to appeal to a committee of the Board comprised of three or more members of the Board. Such committee shall be referred to as the Appeals committee of the Board.
- 4.2 The Appeals committee of the Board shall hear and determine the appeal within 15 school days of receiving written notice of the appeal under Section 6.1 above, unless the parties agree on a later deadline. The Board shall not refuse the appeal if the receipt of the notice is delayed.
- 4.3 The hearing shall be conducted in-camera with a recorder present, and called to order by the Chair or designate of the Board, who shall explain the process, including any or all of the following:
- introduction of all present
  - chair of the committee will outline the process to be followed
  - presentation by the principal of the reasons for the suspension
  - presentation by the suspended student
  - presentation by the parent/guardian
  - after all parties have been heard, all presenting parties will leave the hearing room while the Appeals committee considers the information and reaches a decision
  - should the Appeals committee require clarification, all parties must be called back into the room
  - following the committee's deliberation, all parties are called back to hear the decision, announced by the Chair of the committee.
- 4.5 The hearing shall be conducted in camera.

#### **5.0 The Decision by the Appeals Committee of the Board**

The appeals committee may:

- confirm the suspension and the duration of the suspension
- shorten the duration of the suspension and amend the record of suspension accordingly
- quash the suspension and expunge the record of suspension.

#### **6.0 Notice of the Decision of the Appeals Committee**

- the chair of the committee will ensure that the decision is communicated by registered mail to all parties to the appeal.
- the decision of the Board on a suspension appeal is final.

## **7.0 Re-Entry Following Suspension**

A re-entry meeting shall be held to facilitate the suspended student's transition back to school. The parent/guardian(s), in the case of a student who is not an adult student (as defined in this policy) the principal (or designate), the teacher(s) and the student should attend the meeting.

**EXPULSION PROCEDURES:****1.0 Procedures for Suspension Pending Possible Expulsion**

- 1.1 A Principal who believes a student may have committed an infraction for which the student must be expelled shall, in consultation with their School Superintendent, suspend the student for 20 school days.
- 1.2 During an investigation to determine whether the student will be recommended for expulsion, the student shall be assigned to a program for long-term suspended students.
- 1.3 When imposing a suspension pending possible expulsion:
- the principal must make all reasonable efforts to verbally notify the adult student or the parent/guardian of the suspension, and in any case, within 24 hours
  - the principal must inform the student's teacher(s) of the suspension.
  - the principal must provide written notice of the suspension to the adult student or the parent/guardian and student, the Superintendent of Student Achievement, the Designated Superintendent, and Social Work Services within 48 hours.
  - the written notice of suspension pending possible expulsion must include the following:
    1. the reason for the suspension
    2. the duration of the suspension
    3. information about the program for suspended students to which the student is assigned
    4. information about the investigation the principal will conduct to determine whether to recommend expulsion to the Appeals committee of the Board; and
    5. a statement indicating that:
      - there is no immediate right to appeal the suspension; and
      - following the investigation, if the principal does not recommend an expulsion, and confirms the suspension, the suspension may be appealed to the Suspension Appeal Committee of the Board.
- 1.4 **Duration of Suspension:** A principal may suspend a student under this section for up to 20 school days pending recommendation for expulsion. A student who is suspended under this section is suspended from his or her own school and from engaging in all school related activities. A student may not be suspended more than once for the same occurrence.
- 1.5 If the student is suspended for 20 school days pending possible expulsion, the principal must undertake an investigation to determine whether to recommend to the Expulsion Hearing Committee that the student be expelled. Ensure parent/guardian is notified.
- 1.6 The school Principal is responsible to ensure the student has a homework package within 24 hours if the student does not to attend the Gateway program.
- 1.7 If the student commits to the Gateway program, the school Principal is responsible to ensure the student action plan (SAP) is provided to the Gateway principal within 48 hours.

## 2.0 Principal Investigation

In order to ensure that the decision in a potential expulsion is fair and that the Principal's or Board's impartiality is apparent, it is essential that staff keep the details of the subject matter confidential.

- 2.1 The inquiry should be completed within 5 school days, if possible, from the date of the commencement of the suspension and include consideration of mitigating circumstances, and other factors, as well as the criteria for recommending expulsion.
- 2.2 As part of the investigation, the principal will:
- complete the Principal's Inquiry for Alleged Expulsion Infraction
  - consult the Superintendent of the School regarding any issues of process and/or timing for conducting the investigation.
  - make all reasonable efforts to speak with the adult student or the parent guardian and student
  - include interviews with witnesses who the principal determines can contribute relevant information to the investigation as outlined in the *Principal's Inquiry for Alleged Expulsion Infraction*
  - demonstrate that the mitigating and other factors prescribed by Ministry Regulations and outlined in the *Principal's Checklist for Alleged Suspension* have been considered when determining whether to recommend to the Board that the student be expelled.
- 2.3 If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the Violent Incident Reporting form must be retained in that student's OSR for five years, if the student was expelled for the violent incident.

## 3.0 Decision NOT TO Recommend Expulsion

- 3.1 If, on concluding the investigation, the principal decides not to recommend to the Board that the student be expelled, the principal shall:
- confirm the suspension and its duration
  - confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record accordingly; or
  - withdraw the suspension and expunge the record, even if the suspension has already been served
  - consult with the school superintendent to consider whether a return to school, a placement in an alternative school, or an alternative discipline is appropriate in the circumstances
  - in all cases, a re-entry plan must be in place.
- 3.2 Written Notice:  
If the principal does not recommend to the Board that the student be expelled, the principal will provide written notice to the adult student or the parent/guardian and student, the School Superintendent, and Student Services. The notice will include:

- a statement that the student will not be subject to an expulsion hearing for the activity that resulted in the suspension
- a statement indicating whether the principal has confirmed the suspension and its duration, confirmed the suspension but reduced its duration or withdrawn the suspension
- unless the suspension was withdrawn, information about the right to appeal the suspension to the Discipline Committee, including the following:
  - a copy of the Board policies and guidelines regarding suspension appeals
- the name and contact information of the Superintendent of Safe Schools
- a statement that written notice of 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
- if the suspension has been shortened, notice that the appeal is of the shortened length of the suspension, not the original suspension
- date, time, location, of the re-entry plan must be in place.

#### **4.0 Decision TO Recommend Expulsion to the Board**

##### **4.1 Referral by Principal**

Where the Principal, in consultation with the Superintendent of the School decides to refer a matter to the Board for an expulsion hearing, the Superintendent shall immediately notify the Discipline Committee and shall provide him/her with a copy of the notice of referral (Appendix C-2) provided to the adult student or the parent/guardian and student.

##### **4.2 Timeline for Hearing**

The Discipline Committee must hear the recommendation for expulsion within twenty (20) school days from the date of suspension unless the parties to the expulsion hearing agree upon a later date.

##### **4.3 Principal's Report and Written Notice**

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

1. Prepare a report(s) to be provided within 24 hours to:
  - the adult student or the parent/guardian and student (if the student is 18 or older or 16 or 17 and has withdrawn from parental control)
  - the School Superintendent.

The report will include:

- a summary of the findings the principal made in the investigation
- the principal's recommendation as to whether the student should be expelled from his or her school only or from all schools of the Board, and
- a recommendation regarding the type of school that might benefit the student if the student is subject to a school expulsion, or the type of program that might benefit the student if the student is subject to a Board expulsion.

2. Provide written notice of the expulsion hearing to the adult student or to the parent/guardian.

The notice shall include:



- a statement that the student is being referred to the Discipline Committee to determine whether the student will be expelled for the activity that resulted in the suspension
- a copy of the Board's policies and guidelines governing the expulsion hearing before the Discipline Committee
- a copy of the parent brochure which includes, but is not limited to information explaining that:
  - I. if the Expulsion Hearing Committee does not expel the student, it will, with respect to the suspension imposed, confirm it and its duration, confirm and shorten its duration, or withdraw the suspension
  - II. the parties have the right, during the expulsion hearing, to make submissions as to whether, if the student is not expelled, the suspension imposed should be confirmed, reduced or withdrawn
  - III. any decision of the Board made at the expulsion hearing with respect to suspension imposed is final and not subject to appeal
  - IV. if the Board expels the student from his or her school only, the Board will direct the Superintendent of Safe Schools to assign the student to another school
  - V. if the Board expels the student from all schools of the Board, the Board will assign the student to a program for expelled students, and
  - VI. if the student is expelled, there is a right of appeal to the Child and Family Services Review Board
- a statement that the student and /or his or her parent/guardian has the right to respond in writing to the principal's report
- the name and contact information of the Designated Superintendent whom the person may contact to discuss any matter respecting the expulsion hearing.

#### 4.4 School Superintendent's Support

The Superintendent may arrange a meeting with the adult student or the parent/guardian and student and the principal, as appropriate. In this meeting, the Safe Schools Superintendent will review the expulsion hearing process, as well as respond to any questions or concerns the student or parent/guardian may have regarding the process or incident. During the meeting, the Safe Schools Superintendent may assist to narrow the issues and identify agreed upon facts.

### 5.0 Expulsion Hearing at the Discipline Committee

If the principal recommends to the Board that a student be expelled, the Discipline Committee of the Board shall hold an expulsion hearing and, for that purpose, the Expulsion Hearing Committee has the powers and duties specified by Board policy.

The expulsion hearing shall be conducted in accordance with Board policy at a time specified by the Discipline Committee. A recorder will take minutes of all Discipline Committee Hearings.

#### 5.1 Parties to the Expulsion Hearing are:

- the principal
- the adult student or the parent/guardian of a student who is under 18 and has not withdrawn from parental control

- the Superintendent of the School • if a student is not a party, he or she has the right to be present at the expulsion hearing and to make submissions on his or her own behalf.
- Counsel: All parties may have counsel present at the hearing. Counsel is not required.
- Witnesses can be called by the Principal, Superintendent, student, parent or Counsel.

## 5.2 Hearing Held In-Camera

The hearing is held “in-camera” and is chaired by the Chair of the Discipline Committee of the Board. Discipline Committee members must be present for the commencement of the hearing and may not leave the hearing. The Board must have a qualified recorder. Breaks may be called at the discretion of the Chair.

## 5.3 Meeting Process

The hearing will be conducted in accordance with the rules of the Expulsion Hearing Committee outlined in Board policy.

At the hearing, the expulsion Hearing Committee shall:

- consider the submissions of each party in the form the party chooses to deliver his or her submissions, whether orally, in writing, or both
- 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
- solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, confirmed and shortened, or withdrawn; and
- such other matters as the Expulsion Hearing Committee considers appropriate.

## 5.4 Mitigating Factors

In determining whether to impose an expulsion the Expulsion Hearing Committee shall consider the following mitigating or other factors:

- whether the student has the ability to control his or her behaviour
- whether the student has the ability to understand the foreseeable consequences of his or her behaviour; or
- whether the student’s continuing presence in the school does or does not create an unacceptable risk to self or any other individual in the school
- the student’s academic, discipline and personal history
- whether progressive discipline and preventative interventions have been attempted with the student, and if so, the approach(es) that has/have been attempted and any success or failure (see Principal’s Checklist for Alleged Suspension)
- whether the infraction for which the student might be disciplined was related to any bullying, harassment or discrimination of the student because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or to related harassment for any other reason
- the impact of the discipline on the student’s prospects for further education
- the student’s age
- where the student has an IEP or disability related needs:
  1. whether the behaviour causing the incident was a manifestation
  2. whether the appropriate individualized accommodation has been provided;
 and

3. whether a suspension is likely to result in aggravating or worsening the student's behavior or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
  - whether or not the student's continuing presence in the school creates an unacceptable risk to the safety of self or any other individual in the school.

## **6.0 Decision of the Discipline Committee**

The Discipline Committee shall decide:

- whether to expel the student
- if the student is to be expelled, whether the student is expelled from his or her school or from all schools of the Board.

## **7.0 Restriction on Expulsion**

The Board shall not expel a student if more than 20 school days have expired since the student was suspended, unless the parties to the expulsion hearing agree on a later deadline.

## **8.0 Failure of Party to Attend Hearing After Due Notice**

Where a notice of a hearing has been given to a party to the hearing in accordance with this procedure, and that party fails to attend the hearing, the Discipline Committee may proceed in the absence of the party and the party is not entitled to any further notice of the proceeding.

## **9.0 Conflict of Evidence**

Where there is a conflict in the evidence presented by the parties on the issue of whether the student committed the infraction, the Discipline Committee may request further evidence or the Committee may assess the evidence and determine whether, on balance of probabilities, it has been established that it is more probable than not that the student committed the infraction.

## **10.0 Decision NOT TO Expel the Student**

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

- confirm the suspension and its duration
- confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record accordingly; or
- withdraw the suspension and expunge the record, even if the suspension has already been served;
- consider whether a return to school, a placement in an alternative school, or an alternative discipline is appropriate in the circumstances; in all cases, a re-entry plan must be in place.

The Expulsion Hearing 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 Expulsion Hearing Committee's decision with respect to the suspension is final.**

### **11.0 Decision TO Expel the Student**

If the Expulsion Hearing Committee decides to impose an expulsion on the student, it must decide whether to impose a Board Expulsion or a School Expulsion. In determining the type of expulsion, the committee shall consider the mitigating and other factors listed in section 6.4 all submissions and views of the parties, any written response to the principal's report provided before the completion of the hearing, and such other matters as the Expulsion Hearing Committee considers appropriate.

1. If the Board expels the student from his or her school only, the Board will assign the student to another school.
2. If the Board expels the student from all schools of the Board, the Board will assign the student to a program for expelled students.

#### **Written Notice of Expulsion:**

A Board that expels a student shall ensure that written notice of the expulsion is given promptly to:

- all parties to the expulsion hearing
- the student, if the student was not a party to the expulsion hearing.

The written notice shall include:

- the reason for the expulsion
- a statement indicating whether the expulsion is a school expulsion or a Board expulsion
- information about the school or program for expelled students to which the student has been assigned; and
- information about the right to appeal the expulsion, including the steps to be taken.

### **12.0 Appeal of a Board Decision to Expel a Student**

- The adult student or the parent/guardian may appeal a Board decision to expel a student to the Child and Family Services Review Board (CFSRB) in accordance with the procedures set out by the Ministry of Education. An appeal of the decision of the Board to expel a student does not stay the expulsion.
- The adult student or the parent/guardian has 30 days from the date of the decision to request an appeal. The CFSRB also has the authority to extend this period where circumstances warrant.
- The Child and Family Services Review Board has 30 days after receiving a written notice of appeal
- To convene a hearing. The Board is authorized to extend the period of time for convening a hearing at the request of any party to the appeal.
- The decision of the Child and Family Services Review Board on an appeal under this section is final.

### **13.0 Status of an Expelled Student**

An expelled student continues to be a student of the Board that expelled him or her if the student attends a program for expelled students:

- offered by that Board; or
- offered by another Board under the agreement between that Board and the Board that expelled the student.

An expelled student ceases to be a student of the Board that expelled him or her if:

- the student is assigned by that Board to a program for expelled students and does not attend the program; or
- the student registers as a student of another Board.

### **14.0 Ontario Student Record**

14.1 Nothing in this policy prevents the use of a record in respect of a student by the Principal of the school attended by the student, or the Board that operates the school, for the purposes of a disciplinary proceeding instituted by the principal at in respect of conduct for which the student is responsible to the Principal.

14.2 The following information will be included in the Ontario Student Record:

- Violent Incident Reporting Form
- A copy of all letters and notices tendered under this policy.

14.3 The information relating to expulsion shall be removed five years after the date on which the student was expelled. Where an expelled student has been readmitted to school by a school Board, and is expelled again, the information relating to the expulsions shall not be removed from the OSR until five consecutive years have passed without any other expulsions. If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to the expulsion will remain in the OSR unless removed under the guidelines in the previous paragraph. The transfer will occur in accordance with section 6 of the Ontario Student Record (OSR) Guideline, 2000.

### **15.0 Powers of Other Boards**

If a student who has been expelled from one Board registers as a student of another Board, the other Board may assign the student to a program for expelled students, unless the student satisfies the requirements of completion of the program as determined by a person who provides a program.

### **16.0 Readmission Requirements**

A student who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once he or she has successfully completed a program for expelled students and has satisfied the objectives required for completion of the program, as determined by the Principal of the Program.

If the student satisfies the requirements of these clauses, the Board shall readmit the expelled student to a school of the Board and promptly inform the student in writing of his or her admittance.

### **17.0 Return to School After Expulsion**

A student who has been expelled from all schools of a Board is entitled to be readmitted to a school of the Board if the student has, since being expelled:

- successfully completed a program for expelled students; or
- satisfied the objectives required for the successful completion of a program for expelled students.

### **18.0 Return to Original School After Expulsion**

A student who has been expelled from one school of the Board, but not from all schools of the Board, may apply in writing to a person designated by the Board to be re-assigned to the school from which he or she was expelled.




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## Progressive Discipline and Promoting Positive Student Behaviour Directive

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Directive for Policy 6.4 Student Behaviour and Discipline

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Projected Review Date:

### RATIONALE:

The Education Amendment Act (Keeping Our Kids Safe at School) came into force in February 2010, amending Part XIII of the Education Act dealing with behaviour discipline, and safety. In 2012 The Accepting Schools Act (Bill 13) re-established the goal of promoting a positive school climate that is inclusive and accepting of all pupils and promotes the prevention of bullying. PPM 145: Progressive Discipline and Promoting Positive Student Behaviour was also revised to provide further direction to school Boards. The revisions to the Progressive Discipline and Promoting Positive Student Policy Directive reflect these changes, which more effectively combines discipline with opportunities for students to continue their education.

Hamilton-Wentworth District School Board (HWDSB) recognizes the importance of promoting a positive school climate that is inclusive and accepting of all pupils. As a school Board we also believe in actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a positive school climate. HWDSB supports using the curriculum as an integral support for students in developing positive behaviours. Initiatives such as Character Development, Program Strategy, Student Success Strategy, Mental Health Strategy, Gay-Straight Alliances (e.g. Positive Space groups), and the Equity and Inclusive Education Strategy are key in promoting and supporting appropriate and positive student behaviours.

Promoting Positive Behaviour and Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate behaviour and to build upon strategies that promote and foster positive student behaviours. Hamilton-Wentworth District School Board recognizes that when inappropriate behaviour occurs, developmentally appropriate action must consistently be taken to address behaviours that are contrary to the Provincial and Board Codes of Conduct. The action should be applied within a framework that shifts the focus from one that is solely punitive, to one that is both corrective and supportive. Hamilton-Wentworth District School Board is committed to a progressive discipline approach that builds and sustains a positive school climate for all students to support their education.

### TERMINOLOGY:

*Student*: as used in this Policy Directive, refers to *pupil*, as used in the Education Act.

*Bullying*: Bullying is defined as aggressive and typically repeated behaviour by a student where the behaviour is intended, or the student ought to know that the behaviour would be likely to have that effect of,

- causing fear or distress to another individual, including physical, psychological, social or academic harm,



- harm to the person's reputation or property or creating a negative environment at the school for another individual, and the behaviour occurs in a context where there is a real or perceived power imbalance 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.

*Positive School Climate:* School climate is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and respected and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to promote a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

*Whole-School Approach:* A whole-school approach involves all members of the school community and supports efforts to ensure that schools are safe, inclusive and accepting. It involves the development of respectful and caring relationships between staff, between students and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies and procedures. A whole-school approach is valuable in addressing issues such as racism, intolerance based on religion or disability, bullying, homophobia and gender-based violence.

*Progressive Discipline:* Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and builds upon strategies that promote both positive student behaviours and positive school climate. The approach to student discipline must include learning opportunities for students in order to reinforce.

## **PROCEDURES:**

### **1.0 Principles of Prevention**

A positive school climate promotes the tone, or prevailing attitudes in a school that promote healthy relationships, respect, and responsibility, as well as the levels of order, satisfaction, and productivity. HWDSB is committed to promoting a positive school climate that is inclusive and accepting of all students and helps to promote the prevention of bullying and other inappropriate behaviours. The following factors contribute to an enhanced school climate and the reduction of security and discipline issues

#### **Positive Academic Environment**

- ensure a creative a stimulating learning atmosphere
- communicate academic expectations clearly
- flexible timetables to promote quality learning time, establish routines, etc.

#### **Values/Skills and Character Education Curriculum**

- provide formal and informal instruction to promote concepts of respect, caring for self and others, conflict resolution, concern for the environment, and principles of law and citizenship
- focus on ethno-cultural sensitivity and the need to address gender role stereotypes.



**Physical Environment**

- promote an enhanced physical environment that fosters pride and caring about surroundings
- encourage actions to remodel school areas that are prone to problems, i.e., enhanced lighting, flexible use of space
- consider school organization alternatives to reduce risk of conflict, e.g. transition times, 2 recesses, 2 lunch periods
- work with parents/guardians and community partners to aesthetically enhance outdoor spaces, e.g. shaded areas

**School Code of Conduct**

- prepare school Code of Conduct in collaboration with students, staff, school council and parents/guardians, and communicate them clearly to all involved. School Codes of Conduct must model the Provincial and Board Codes of Conduct and be applicable to all individuals. The purpose of reporting serious student incidents to the principal is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered, and to help ensure a positive school climate.
- third party use of school space
- enact firm, fair and consistent discipline
- encourage staff as role models for effective communication, mutual respect, and problem solving resolution

**Parent/Guardian/School Collaboration**

- foster a welcoming school environment to encourage increased participation by parents/guardians in their child's education, school activities and school policy-making
- involve parents/guardians in activities to assist children with academics
- capture parent voice through School Climate Surveys
- encourage all parents to actively participate in student life

**Community Partnerships**

- promote community awareness and participation in the school to enhance cohesiveness, support, and effective use of resources
- increase involvement of students in community service activities to create a climate of caring, respect and trust

**Student Participation**

- involve students in problem-solving, school enhancement, and policy direction to enable them to feel valued and respected and to create a sense of ownership of and responsibility for the school community
- capture student voice through School Climate Surveys
- encourage all students to actively participate in student life

**Staff Development**

- create an awareness of the origins and impact of violence and other anti-social behaviour
- promote creative methods of discipline and school management
- devise positive school climate enhancement activities
- provide in-service to staff on managing violent and aggressive student behaviour

- provide in-service to address 'best practice' for working with students with specific exceptionalities
- establish and provide annual professional development programs to educate about bullying prevention and strategies for promoting positive school climates

## 2.0 Addressing Inappropriate Student Behaviour

Disciplinary measures should be applied within a framework that shifts the focus from solely punitive to both corrective and supportive.

Schools should utilize a range of interventions, supports and consequences as well as include opportunities for students to focus on improving behaviour. ***A Pyramid of Strategies for Secondary Schools*** and ***Progressive Discipline for Elementary Students*** provide suggestions of several interventions that may lead to success for all students within a positive school climate. These supports will be updated regularly to reflect on-going "best practice".

The following must also be taken into consideration:

- particular student and circumstance (mitigating and other factors);
- nature and severity of the behaviour;
- impact on the school climate;
- the involvement of student services and other support personnel;
- for students with special education needs, disciplinary interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in the Individual Education Plan (IEP);
- homophobia, biphobia, transphobia, gender based violence, sexual harassment and inappropriate sexual behaviours must be addressed.
- opportunities for the student to learn from the choices he or she makes; and
- appropriateness and availability of parental involvement in discussions concerning disciplinary action.

2.1 A Pyramid of Strategies for Secondary Schools  
(adapted from Westdale Secondary School's Pyramid of Intervention)  
See Appendix A

2.2 Progressive Discipline Strategies for Elementary Schools  
(adapted from a model developed by the Safe Schools Advisory Team in January 2008)  
See Appendix B

## 3.0 Delegation of Authority Regarding Student Discipline

Whenever possible, at least one administrator is to be present on school property. The Education Act provides a Principal with the authority to delegate power, duties, or functions under Part XIII – "Behaviour, discipline and Safety" as outlined below.

- 3.1 The Principal must ensure that:
- the delegate (Vice-Principal or Teacher) is provided with the cell phone and office numbers of the appropriate Supervisory Officer of the school, plus the cell phone and office number of a minimum of one other Supervisory Officer.

- if no administrator is present on school property, staff must be notified who has administrative responsibilities, and for what duration;
- the delegation of authority to a teacher is in writing outlining what the teacher delegate can, and cannot do.

### 3.2 Delegation to the Vice-Principal:

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;
- suspensions for more than six school days.

### 3.3 Delegation to Teachers:

The Principal's authority may be delegated to a teacher under Part XIII of the Education Act:

- the delegate must respect all collective agreements.
- the delegate may have the authority to initially deal with situations involving activities that must be considered for suspension or expulsion, with the most important consideration being given to safety of those involved;
- the delegate may undertake an initial investigation according to Board direction;
- the delegate must report all details of the initial investigation to the Principal or Vice-Principal as soon as possible;
- the delegate must report to the Principal or Vice-Principal any activities that must be considered for suspension or expulsion, reported to them by other staff members during the Principal's absence (suggest a 'log' be kept).
- the delegate may be given limited authority to contact the parents/guardians of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered; only the nature of the harm to the student and the nature of the activity that resulted in the harm may be shared.
- if the teacher is not sure if he/she should call the parents/guardians, the teacher should contact the Principal, Vice-Principal or Supervisory Officer for direction. The Principal is responsible for following up with the parent/guardian as soon as possible;
- teachers may not be delegated authority regarding suspension decisions or recommendations regarding expulsion;

## 4.0 Responding by Board Employees to Serious Incidents

All Board employees who work directly with students must respond to all student behaviour that negatively impacts on the school climate.\*

Board employees who work directly with students include administrators, teachers, early childhood educators and non-teaching staff (including staff in social work, child and youth, psychology and related areas, educational assistants, etc.).

Responding may include: asking a student to stop the inappropriate behaviour, naming the inappropriate behaviour and explaining why it is inappropriate and/or disrespectful, and asking the student to correct the behaviour e.g. apologize for a hurtful comment and/or to rephrase a comment).

*\*Note: Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves, a student, or to another person.*

## 5.0 Reporting by Board Employees of Serious Incidents

All Board employees who work directly with students must report to the Principal, all student behaviour for which suspension or expulsion may be considered. See Appendix 'A'

The purpose of reporting serious student incidents to the principal is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

Board employees who work directly with students include administrators, teachers, early childhood educators, and non-teaching staff (including staff in social work, child and youth, psychology and related areas, educational assistants, etc.). Bus drivers, and employees, and employees and contractors of third party operators providing before/after school programs for Full Day Kindergarten on the school site must also report incidents of bullying.

**VERBAL REPORTS:** A verbal report must be made to the Principal for incidents for which suspension or expulsion would not be considered. The verbal report is to be made as soon as possible following the incident.

**WRITTEN REPORTS:** For incidents for which suspension or expulsion must be considered, Board employees must report to the Principal no later than the end of the school day, and confirm their report in writing using the Ministry Safe Schools Incident Reporting Form-Part 1. The written report is to be submitted as soon as possible, and in any case, within 24 hours of the incident.

## 6.0 Principal Response to Reports

After a report is submitted, the Principal must:

- provide a written acknowledgement of the receipt of the report using the Ministry 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 acknowledgement;
- indicate if the investigation is “completed”, or “in progress” if further investigation is needed; particularly for incidents that may lead to suspension or expulsion, including bullying;
- once investigation is completed, communicate the results of the investigation to the person who made the report (unless, in the Principal’s opinion, it would not be appropriate to do so). Actions taken could include anything on the progressive discipline continuum e.g. warning, contacting parent/guardian, removal of privileges, suspension, expulsion, or utilize the police/Board Protocol for incidents requiring police involvement, or other Board protocols for specific incidents eg. CAS protocol
- notify the parent or guardian of a pupil who the principal believes has been harmed as a result of the specified activity
- notify the parent or guardian of any pupil who engaged in the activity that resulted in the harm.

**If no further action** is taken by the Principal, there is no requirement to retain the report and it should be destroyed. The report is not to go in the Ontario School Record (OSR).

**If action is taken**, the form and documentation must be kept in the students Ontario School Record (OSR) for a minimum of one year, and,

- 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;
- nothing about the incident is to go into the victim's OSR unless the victim or parent/guardian of the victim specifically request that this is done.
- where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken and documentation will be placed in the student's OSR for a minimum of one year.

**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.**

## **7.0 Notice to Parent/Guardian of Students who have Been Harmed and Students who have Engaged in Serious Incidents (Section 300.3(3).Ed.Act)**

7.1 a) Principals are required to inform the parent/guardian of students **who have been harmed** as a result of any serious student incident for which suspension or expulsion must be considered. Principals shall disclose the following information:

- the nature of the activity that resulted in the harm to the student
- the nature of the harm to the student
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response the activity
- the supports that will be provided for the student in response to the harm that resulted from the activity (e.g. safe intervention plan)

b) Principals are required to inform the parent/guardian of students **who have engaged in serious student incidents**. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm to the other student
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to his/her engagement in the activity (e.g. student services support, support for referral to community agency, etc.)

Principals must invite parents to have a discussion with him/her about the supports that will be provided for their child.

7.2 Principals are not permitted to inform the parents of a victim when, in the Principal's opinion, doing so would put the victim at risk of harm from the parent. If the Principal decides not to notify the parent, the Principal must:

- consult with the manager of student services for further advice
- document the rationale for the decision not to notify the parent or guardian of the pupil
- inform the school Supervisory Officer of this decision
- if a teacher reported the harm to the principal, inform the teacher of the decision
- if it is determined it is appropriate to do so, inform other Board employees of the decision not to notify a parent or guardian of the pupil

- 7.3 **Principals must not disclose** the name of the aggressor or any other identifying or personal information with the parents of the victim or harmer beyond what is listed above (e.g. referral to counselling or any other personal information).
- 7.4 If a staff person has any reasonable grounds to suspect that a student, who is under the age of 16, is or may be in need of protection from the person having charge of him or her, the staff person must report this directly to the CAS, and not rely on any other person to report on his or her behalf.

## 8.0 **Supports for Victims of Serious Student Incidents**

(incidents leading to suspension or expulsion: Education Act Subsection 306(1) or 310(1))

All Board employees must take allegations of gender-based violence, homophobia, transphobia, biphobia, sexual harassment, and inappropriate sexual behaviour (PPM145) and bullying (PPM144) seriously and act in a timely, sensitive, and supportive manner.

Board employees working directly with students must support all students, including those who disclose/report such incidents by:

- providing contact information about professional supports (e.g. community agency)
- developing specific student plans to protect the student (e.g. safe intervention plans);
- making this information readily available to students who may wish to discuss issues of healthy relationships, gender identity, and sexuality (e.g. public health)
- providing parents/guardians with student services pamphlet if they are not satisfied with the supports their child receives;
- contacting the manager of student services for assistance in referring students to a community agency for confidential support when his/her parents/guardians are not notified (e.g. Sexual Assault Centre, Kids Help Phone, LGBT Youth Line)
- developing specific student plans to protect the student (e.g. safe intervention plans)

When the Board (in consultation with the Principal) determines 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, unless the victim/parent/guardian makes a specific request to do so.

## 9.0 **SUPPORTS FOR STUDENTS WHO HAVE HARMED**

Students who have engaged in a pattern of harmful or hurtful behavior, or in an incident resulting in serious harm, will require support to change the behavior. This support should be planned in consultation with the student and his/her parent/guardian. Supports could be initiated by the parent/guardian, or in some cases may require school resources, such as the school administration or social worker to assist them. For students on long-term suspension or expulsion, students may access the Gateway Program, which provides academic support as well as support to help the student change his/her behavior. Community partnerships can also be considered as sources for obtaining help or support for the student.

## **10.0 SUPPORTS FOR BYSTANDERS**

Students who witness harm being done to others need support to ensure they understand that our schools are safe. In elementary schools, teachers are often able to debrief playground incidents with students to help them understand what happened, why it happened, and how it can be prevented from happening again. There are more serious incidents however, that require a school or community response. In these serious incidents, Student Services is able to provide guidance on how to handle situations or discuss the incidents. In extreme cases, the Board provides a response team that can assist directly in the school.

## **11.0 PARTNERSHIPS**

Hamilton-Wentworth District School Board works in collaboration with community agencies to address the needs of students. Building these partnerships will be ongoing.



**APPENDIX A**

**A Pyramid of Strategies for Secondary Schools**  
(adapted from Westdale Secondary School's Pyramid of Intervention)

**SYSTEM PROGRAMS**

System Alter Ed	Turning Point	Diagnostic Testing
Summer School	N-Gage	E-Learning
Night School	U-Turn	ILC Program
SAL		

**IN-SCHOOL INTERVENTIONS**

Restorative Justice	Alternative Education
Timetable Change	Study Hall
Co-op Placement	Social Worker
Credit Recovery	Tracking Sheet
OSSLC	Student Contract
Alter Ed	Diagnostic Testing
Parent Conference	Code of Conduct Consequences
Student Success Team Meetings	Credit Substitution
Walk-In Closet	Guidance Counsellor/Student Success

**IN-CLASS SUPPORTS**

Differentiated Instruction  
Resource Room Support  
IEP/Accommodations with LRT  
Extra Time for Assignments/Tests  
Credit Rescue  
Home Contact  
One-on-One Conferencing  
Tracking Sheet  
Assessment Tracking Strategies  
EA Support  
Caring Adult/ Peer Mentoring

**ATTENDANCE SUPPORTS**

Teacher-Student Conference about Attendance as concerns arise, contact home if student Review absent for prolonged period

Home Contact by Classroom Teacher- contact includes discussion between parent/guardian and teacher, discussion is documented for VP referral if required

Attendance Letter Sent Home

Classroom Incident Tracking/ Result

Tracking

Referral to Vice-Principal

The Pyramid of Interventions begins with the classroom teacher.



**APPENDIX B****Progressive Discipline Strategies for Elementary Schools***(adapted from a model developed by the Safe Schools Advisory Team in January, 2008)****Achieve, Believe, Care*  
Prevention/Foundation****Clear and Transparent Communication****Comprehensive Literacy/ Differentiated Instruction/ Early Identification**

Student Success	Safe Schools (includes Bullying Prevention)	Character Development	Boys to Men G.O. Girls
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Physical School Environment and School Climate  
Classroom Management / Student Engagement  
Caring / "Go-to" Staff Member

**School-wide and In-class Preventions and Strategies**

Staff Development/ Professional Learning Communities  
Special Education—Individual Education Plans/ Safe Intervention  
Plans/NVCI Educational Assistants, Social Workers, Special  
Education Services Student/Instruction centered timetable  
School Code of Conduct  
Communication Tools (e.g. Student agendas) Award Systems,  
Assemblies, Celebrations of Success  
Extra-curricular activities, Student leadership/ Peer Mentors/ Co-op  
students  
Student/Peer Mediation Empowerment Opportunities Parental  
Participation  
Social Models/ Restorative Justice  
Programs of Choice

**In-School Interventions and Strategies**

Problem Solving Model Reflection Activity  
1:1 Conference with student or group  
Contract  
Temporary Break  
Attendance Support Strategies  
Alternative Learning Environment  
Loss of Privileges  
In-School Community Service  
Restorative Justice Strategies  
Family Strategies  
HWDSB Student Support Services  
Referral to a community or medical agency/ program




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## Asthma Directive

Directive for Policy 4.2 Medical/Health Supports

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Projected Review Date:

### RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring the provision of plans, programs, and/or services that will enable students with health or medical needs to attend and participate in school.

All health support services must be administered in a manner that respects, to the degree possible in the circumstances, the student's right to privacy, dignity and cultural sensitivity.

Asthma is a very common chronic (long-term) lung disease that can make it difficult to breathe. People with asthma have sensitive airways that may react to triggers such as: fragrance/scented products, poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. The symptoms can range from mild to severe and sometimes could be life threatening.

The contents of this directive have been reviewed within the context of *Ryan's Law, 2015 (Ensuring Asthma Friendly Schools)*. Ryan's Law states:

School principals must allow a pupil to carry his or her own asthma medication if the pupil has his or her parent or guardian's permission. If the pupil is 16 years or older, he or she is not required to have his or her parent's or guardian's permission.

Employees of a board may be preauthorized to administer medication or supervise a pupil while the pupil takes medication in response to an asthma exacerbation, if the school has the consent of the parent, guardian or pupil. If an employee has reason to believe that a pupil is experiencing an asthma exacerbation, the employee may administer asthma medication, even if there is no preauthorization to do so.

The Bill provides that no action or other proceedings for damages shall be commenced against a board employee for an act or omission done or omitted in good faith. The Bill preserves common law duties.

### TERMINOLOGY:

*Asthma:* According to the Ontario Lung Association, asthma is a very common chronic (long-term) lung disease that can make it hard to breathe. People with asthma have sensitive airways that react to triggers. There are many different types of triggers for example poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. The symptoms can range from mild to severe and sometimes could be life threatening.

*Emergency Medication:* Refers to medication that is administered by a staff member to a student at the time of an asthma exacerbation - for example - reliever inhaler or stand-by-medication.

*Medication:* Refers to medications that are prescribed by a health care provider and, by necessity, may be administered to a student or taken by the student during school hours or school related activities.

*Immunity:* *The Act to Protect Pupils with Asthma* states, “No action or other proceeding for damages shall be commenced against an employee for an act or omission done or omitted by the employee in good faith in the execution or intended execution of any duty or power under this Act.”

## **PROCEDURES:**

### **1.0 Responsibility**

- 1.1 Parents/guardians and the medical profession have primary responsibility for the management of the medical condition(s) of students.
- 1.2 The safety of students with asthma in a school setting depends on the cooperation of the entire school community in order to minimize the risk of exposure and to ensure a rapid response in case of emergency.
- 1.3 Every school shall develop and maintain a School Asthma Management Plan that includes the following as outlined in Ryan’s Law:
  - 1.3.1 All students have easy access to their prescribed reliever inhaler(s) medications
  - 1.3.2 Strategies that reduce the risk of exposure to asthmatic triggers in classrooms and common school areas, and in planning field trips.
  - 1.3.3 Where possible, facilitate the use of asthma-friendly school supplies and products.
  - 1.3.4 A communication plan for the dissemination of information on asthma to parents/guardians, students and employees and any other person who has direct contact with a student with asthma.
  - 1.3.5 Education and regular training on recognizing and preventing asthma triggers, recognizing when symptoms are worsening and managing asthma exacerbations for all employees and others who are in direct contact with students on a regular basis.
  - 1.3.6 A requirement that every school principal establish a process to identify students with asthma at time of registration or following diagnosis and gather necessary asthma related information from the parents/guardians and student to develop an individual plan for each student who has asthma.
  - 1.3.8 A requirement that every school principal informs school board personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student’s asthma management plan.

- 1.3.7 A requirement that every school principal maintain a file for each student diagnosed with asthma. The file may contain personal medical information, current treatment, evidence of the prescription and current emergency contact list.

(NOTE: The development of a plan, as well as training and awareness, shall take place in all schools regardless of whether there are students with asthma.)

## 2.0 Principal

- 2.1 As part of the School Asthma Management Plan, the principal, in collaboration with other staff as appropriate, has the responsibility to:
- 2.1.1 Develop and maintain the School Asthma Management Plan, including all sections as outlined in 1.3 above.
  - 2.1.2 Develop and implement a process where children with an asthma condition are identified by the parent/guardian and requested to supply information on the asthma condition and list of medications.
  - 2.1.3 Provide the Asthma package to parents/guardians, which includes:
    - Student Asthma Management Plan – Appendix 1
    - Emergency Procedures – Appendix 2
    - Authorization for Medication – Appendix 3
  - 2.1.4 Work with parent/guardian, in consultation with their health care provider to develop a Student Asthma Management Plan, including emergency procedures.
  - 2.1.5 Provide staff who are in direct contact with students, at the beginning of the school year, a list of students who have asthma and/or use inhaler medications.
  - 2.1.6 Post Student Asthma Management Plan forms in the staff room and office.
  - 2.1.7 Arrange for staff to participate in an annual education session for all staff members.
  - 2.1.8 Keep a record of staff that have completed the annual education session.
  - 2.1.9 Develop and maintain a file for each student with asthma of current treatment and other information, including a copy of any prescriptions and instructions from the student's physician or nurse and a current emergency contact list.
  - 2.1.10 Establish a process that identifies those students who require assistance with their inhalers (e.g. Student Asthma Management Plan) and inform and train appropriate staff.
  - 2.1.11 With parental consent for students under 16, allow students to carry their own inhalers, or have them easily accessible. Students over 16 do not require parental consent.
  - 2.1.12 Clearly indicate where medications are stored and provide storage for additional inhalers in easily accessible locations and ensure location is communicated clearly to staff.

- 2.1.13 Ensure that each time a student is assisted with the administration of the reliever inhaler or other asthma medication, that the incident be recorded on the Individual Student Log of Administered Medication.
  - 2.1.14 Develop and maintain plans to identify and minimize asthma triggers in the school setting.
  - 2.1.15 Inform students, parents/guardians, volunteers and coaches about the importance of understanding asthma and known triggers.
  - 2.1.16 Send all prescribed medication home at the end of the school year.
  - 2.1.17 Enter the asthma data in the student information system.
  - 2.1.18 Ensure the student asthma file is transferred at the same time as the OSR to schools within HWDSB.
- 2.2 In the development of each Student Asthma Management Plan, the principal, in collaboration with other staff as appropriate, has the responsibility to:
- 2.2.1 In collaboration with the parent/guardian, develop and maintain a Student Asthma Management Plan for each student who has asthma. The plan shall include:
    - Details informing staff in regular, direct contact with the student that the student has asthma, monitoring and avoidance strategies, and appropriate treatment.
    - A readily accessible Emergency Procedures for the student, including emergency contact information.
    - Storage for the inhaler, where necessary.
  - 2.2.2 Request a minimum of two inhalers be available for each student, if possible.
  - 2.2.3 Encourage parents/guardians to have their child wear a MedicAlert™ or equivalent means of identification to reduce risk.
  - 2.2.4 Request parents/guardians to provide a safe means for their child to carry their inhaler on their person.
  - 2.2.5 Ensure that instructions from the student's physician and any other necessary forms (provided by the parent/guardian), are on file.
  - 2.2.6 Maintain up-to-date emergency contacts and telephone numbers.
  - 2.2.7 Review student safety as the student travels to and from school on a Board-approved transportation carrier, if applicable.
  - 2.2.8 Establish safe procedures for field trips and extracurricular activities.
  - 2.2.9 Share and review the plan with parents/guardians of students with asthma.
- 2.3 As part of the communication plan, the principal, in collaboration with other staff as appropriate, has the responsibility to:

- 2.3.1 Develop and maintain a plan for the dissemination of information on life-threatening asthma attacks to parents/guardians, students and employees.
- 2.3.2 At the beginning of each school year/semester (with at least one follow-up reminder at the elementary level), communicate general awareness information regarding life-threatening asthma attacks to parents/guardians, students and staff.
- 2.3.3 At the beginning of each school year, communicate the School Asthma Management Plan responsibilities to all persons (teachers, educational assistants, office staff, occasional teacher, board-approved transportation carriers and volunteers), who may be in regular contact with students with asthma.
- 2.3.4 At the beginning of each school year, communicate the Student Asthma Management Plans to school staff who may be in regular contact with students with asthma.
- 2.3.5 If parent/guardian consent to do so is signed, communicate the Student Asthma Management Plan to board-approved transportation carriers, volunteers, etc. who may be in regular contact with students with asthma.
- 2.3.6 Discuss communication on asthma with the School Council/Home and School Association.
- 2.3.7 Develop a process for communicating information re: asthma student(s) to occasional teachers and other supply staff.
- 2.3.8 Provide names of students with asthma to teachers when students transition between grades or school sites within HWDSB.

### **3.0 Classroom Teacher/Occasional Teacher**

- 3.1 The classroom teacher/occasional teacher has the responsibility to:
  - 3.1.1 Maintain strategies that reduce the risk of exposure to asthma attacks in classrooms and common school areas.
  - 3.1.2 Follow the School Asthma Management Plan for reducing risk in classrooms and common areas.
  - 3.1.3 Be aware of students with asthma in the school and classroom.
  - 3.1.4 Take extra precautions choosing classroom materials and planning classroom activities/field trips/special events, in consultation with parents/guardians.
  - 3.1.5 Follow and maintain a communication plan for the dissemination of information on life-threatening asthma attacks to parents/guardians, students and other staff members.
  - 3.1.6 Provide asthma awareness sessions for the classroom, in age-appropriate terms.
  - 3.1.7 Facilitate regular communication between parents/guardians and other teachers.

- 3.1.8 Participate in regular training on dealing with life-threatening asthma attacks for all employees and others who are in direct contact with pupils on a regular basis.
- 3.1.9 Participate in the development of a Student Asthma Management Plan for each student who has asthma in the classroom.
- 3.1.10 Maintain the Student Asthma Management Plan.
- 3.1.11 Display the Emergency Procedures in the classroom(s), with parent/guardian, or student if they are over 18, approval.
- 3.1.12 Provide occasional teachers with a list of students with asthma for reference.
- 3.1.13 Understand Emergency Procedures and emergency communication in different locations and circumstances (i.e., playground, during assemblies, extracurricular activities, field trips, board-approved transportation, etc.).
- 3.1.14 When the student experiences a life-threatening asthma attack, follow the Emergency Procedures.
- 3.1.15 Read and be aware of registration information regarding students with asthma registered in their classroom.
- 3.1.16 Read and provide information for each student with asthma file pertaining to students in their classroom, as applicable.

#### **4.0 Students with Asthma**

- 4.1 Wherever possible and contingent on the physical and developmental capabilities of the student and consent of the parent/guardian, the student with asthma has the responsibility to:
  - 4.1.1 Wear a MedicAlert™ bracelet or necklace (or equivalent).
  - 4.1.2 Carry his/her inhaler at all times when written consent of parent/guardian is provided. Follow expectations of physician and parent/guardian.
  - 4.1.3 Tell their teachers, principal and friends about their asthma.
  - 4.1.4 Tell/identify self as asthmatic to occasional personnel associated with the school (i.e., occasional teachers, educational assistants, coop student, parent volunteer, or board-approved transportation driver, etc.) when in direct contact with you.
  - 4.1.5 Tell their teachers, principal and friends where to find their inhaler.
  - 4.1.6 Learn to recognize the symptoms of an asthma attack.
  - 4.1.7 Monitor own wellness and promptly inform an adult as soon as symptoms appear.
  - 4.1.8 Know how to use inhaler if capable of self-administration.
  - 4.1.9 Where appropriate, learn the contents of products in their natural environment.

4.1.10 Tell an adult if a situation of concern or potential danger arises.

4.1.11 Provide information to new teachers and staff when moving to a new school.

## **5.0 All School Personnel and Support Staff**

5.1 All school personnel (e.g., Educational Assistants, DECEs, clerical, caretaking, occasional teachers and casual Educational Assistants, etc.), who are in direct contact with students on a regular basis have the responsibility to:

5.1.1 Be aware of students with asthma in the school.

5.1.2 Be aware of the School Asthma Management Plan and follow it.

5.1.3 Be aware of location(s) of inhalers.

5.1.4 Be aware of individual emergency procedures plans, where applicable.

5.1.5 Be aware of asthma inducing activities/situations.

5.1.6 Participate in regular training regarding asthma as provided by the Board/Public Health Services.

5.1.7 Be alert for situations, events or circumstances that may present an unsafe situation for student(s) with asthma and report these to the principal.

## **6.0 Parents/Guardians of Students with Asthma**

6.1 The parents/guardians have the responsibility to:

6.1.1 Inform the school of their child's asthma, confirmed by a physician.

6.1.2 Provide the school with a physician's written instructions and prescription for administering medication and ensure that these instructions are on or with the child's inhaler.

6.1.3 Provide information and assistance to the school, teachers and school council as requested.

6.1.4 Provide up-to-date medication for their child (and a backup).

6.1.5 Provide up-to-date emergency contacts and telephone numbers.

6.1.6 Provide a MedicAlert™ bracelet or necklace (or equivalent) for their child.

6.1.7 Determine when their child is able to take responsibility for carrying and self-administering their inhaler.

6.1.8 Assist with the development and completion of a Student Asthma Management Plan for their child, and review annually or when circumstances change.



- 6.1.9 Supply current photographs of their child for identification.
- 6.1.10 Review the School Asthma Management Plan with school personnel.
- 6.1.11 Teach their child (contingent on the student's physical and developmental capabilities) to:
- Recognize the first symptoms of an asthma attack
  - Know where medication is kept, and who can get it.
  - Communicate clearly, when he or she feels an attack starting.
  - Carry his/her own inhaler and understand its purpose.
  - Use the inhaler, if capable of self-administration.
  - Recognize and understand their asthma.
  - Take as much responsibility as possible for his/her own safety and well-being.

## **7.0 HWDSB**

7.1 HWDSB has the responsibility to:

- 7.1.1 Offer regular (annual) education sessions to all schools within HWDSB.
- 7.1.2 Provide an education session using a detailed standardized teaching plan on how to manage asthma at school that includes education regarding how and when to use an inhaler.
- 7.1.3 Ensure an Asthma Education Session Attendance record will be provided at every education session (that will include the name of the school, date of education session and the name of attendees).

## **8.0 School Councils**

8.1 The School Council has the responsibility to:

- 8.1.1 Be aware of the asthma procedures as part of the School Asthma Management Plan.

## **9.0 All Volunteers, Parents/Guardians within the School Community**

9.1 The volunteers, parents/guardians with the school community have the responsibility to:

- 9.1.1 Be aware of and comply with the School Asthma Management Plan.
- 9.1.2 Support the principal and staff in education/communication to all students regarding the need for a safe environment.
- 9.1.3 Be aware of students with asthma in the school, where they are in regular and direct contact with students.

## **10.0 Transportation Services**

10.1 Transportation Services has the responsibility to:

10.1.1 Assist schools in carrying out their responsibility as it relates to transportation of students with asthma.

10.1.2 Ensure that Ryan's Law is respected and reflected in contract agreements with carriers.



# STUDENT ASTHMA MANAGEMENT PLAN

SECTION A (to be completed by parent/guardian in consultation with the physician)

*Please print*

**STUDENT'S NAME:** \_\_\_\_\_ **Birthdate:** Year \_\_\_\_ Month \_\_\_\_ Day \_\_\_\_

**STUDENT'S HEALTH CARD NUMBER:** \_\_\_\_\_

Parent/Guardian's Name: a) \_\_\_\_\_ b) \_\_\_\_\_  
 \_\_\_\_\_

**Telephone Contact Information**

a) Parent/Guardian Home: \_\_\_\_\_ Work: \_\_\_\_\_  
 Cell: \_\_\_\_\_

b) Parent/Guardian: Home: \_\_\_\_\_ Work: \_\_\_\_\_  
 Cell: \_\_\_\_\_

**Emergency Contact:**

Name: \_\_\_\_\_ Home: \_\_\_\_\_ Work: \_\_\_\_\_  
 Cell: \_\_\_\_\_

**DOCTOR'S NAME** \_\_\_\_\_ **PHONE #** \_\_\_\_\_

<b>Description of Asthma</b>	
<b>Conditions which are to be avoided</b>	
<b>Possible Symptoms</b>	

**MEDICAL CERTIFICATION:**

**THIS IS TO CERTIFY THAT** \_\_\_\_\_ **HAS ASTHMA**

**AND MUST BE GIVEN THEIR INHALER IN THE EVENT OF AN ASTHMA ATTACK.**

**DOCTOR'S SIGNATURE** \_\_\_\_\_ **DATE:** \_\_\_\_\_

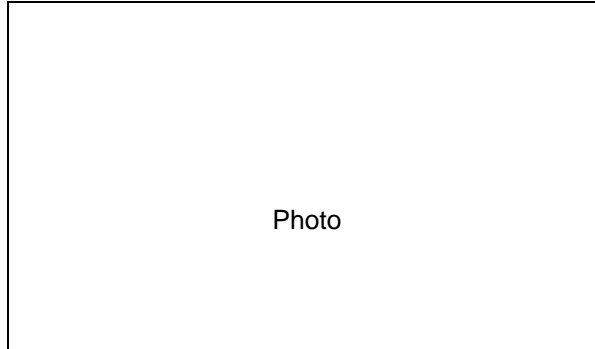
*(This medical certification is valid until revoked by the parent and / or physician)*

**PARENT / GUARDIAN SIGNATURE** \_\_\_\_\_ **DATE:** \_\_\_\_\_

# EMERGENCY PROCEDURES

\_\_\_\_\_ (name)

This student has Asthma:



**KNOW THE SIGNS & SYMPTOMS...**a person with asthma might have any of the following signs or symptoms:

- Shortness of Breath
- Tightness in the chest
- Coughing
- Wheezing

*Asthma may lead to a severe life-threatening asthma attack and permanent lung damage.*

**KNOW WHAT TO DO...**Asthma has no set pattern. Its symptoms:

- Can be mild, moderate or severe
- Can vary from person to person
- Can flare up from time to time and then not appear for long periods
- Can vary from one episode to the next

## EMERGENCY PROCEDURES

1. **LOCATION** of inhaler 1. \_\_\_\_\_ 2. \_\_\_\_\_  
\_\_\_\_\_
2. **ADMINISTER** the inhaler at the first sign of symptoms. if reaction continues or worsens.
3. **CALL 911:** \_\_\_\_\_ **(Name of School)** \_\_\_\_\_ **We have a student who has asthma and is in respiratory distress. We have administered their inhaler. We need an ambulance sent to (address of school) \_\_\_\_\_.** The nearest major intersection is \_\_\_\_\_.
4. **OFFICE CALLS THE PARENTS/GUARDIANS.**
5. **STAY WITH THE STUDENT.** Keep the child quiet. A second dose of the inhaler may be needed if condition continues or worsens.

**\*\*CONTACT INFORMATION BELOW TO BE FILLED IN FOR USE IN OFFICE / STAFFROOM COPY ONLY\*\***

**CONTACT NAMES / PHONE NUMBERS / APPROVAL**

	Home:	Work:	Cell:
	Home:	Work:	Cell:



## CONSENT FORM

**(to be signed by parent/guardian unless the student is 18 years of age or older)**

**Administration of Medication**  
 In the event of my child \_\_\_\_\_ experiencing symptoms of an asthma attack, I consent to the administration of an inhaler by an employee of the Hamilton-Wentworth District School Board as outlined in the Emergency Procedures.  
*Please Print*

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Name of Parent / Guardian \_\_\_\_\_

Signature of Parent / Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date: \_\_\_\_\_  
(if 18 years of age or older)

**Maintenance of Inhaler**  
 I understand that it is the responsibility of my child \_\_\_\_\_ to carry an Inhaler on his/her person.  
*Please Print*

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Name of Parent / Guardian \_\_\_\_\_

Signature of Parent / Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date: \_\_\_\_\_  
(if 18 years of age or older)

**Collection, Disclosure and Use of Personal Information**  
 Authorization for the collection and maintenance of the personal information recorded on the Student Asthma Management Plan form is the Municipal Freedom of Information and the Protection of Privacy Act. Users of this information are supervisory officers and/or school staff. Any questions regarding the collection of personal information should be directed to the principal of the school.

I hereby consent to the use of personal information contained herein by the persons above named and by such other officers or employees of the Board including the school Public Health Nurse, who may need the personal information in the performance of their duties.

Additionally, I further consent to the disclosure and use of the personal information collected herein to persons, including persons who are not employees of The Hamilton-Wentworth District School Board through the posting of photographs and medical information of my child (Emergency Procedures) in the following key locations:  
*(please check applicable boxes)*

classroom ·                      staffroom ·                      lunchroom ·                      gym ·  
 office ·                              school bus ·                      other · \_\_\_\_\_ and

through the provision of personal information contained herein to the following persons who are not employees of the Board: *(please check applicable boxes)*

Food services providers  
 Board-approved transportation carriers  
 School volunteers in regular direct contact with my child.

I UNDERSTAND THAT, PURSUANT TO RYAN'S LAW, 2015, ONLY EMPLOYEES OF THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD ARE AUTHORIZED TO ADMINISTER INHALERS.

Signature of parent/guardian \_\_\_\_\_ Date \_\_\_\_\_

Signature of principal \_\_\_\_\_ Date \_\_\_\_\_






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## French Immersion Directive

Directive for Policy 7.5 Program

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Projected Review Date:

### RATIONALE:

Hamilton Wentworth District School Board (HWDSB) provides a continuous French Immersion program beginning in Grade 1 (and in Senior Kindergarten at some schools until full day kindergarten is fully implemented in 2014) and through to the end of the secondary level.

HWDSB also promotes the vision that “Students in English-language school boards have the confidence and ability to use French effectively in their daily lives.” (*A Framework for French as a Second Language in Ontario Schools*)

### TERMINOLOGY:

**GB+:** Groupe Beauchemin - French Immersion Reading Assessment

**DRA:** Developmental Reading Assessment used as a standardized reading assessment in elementary schools

**CEFR:** Common European Framework of Reference is a guideline to describe achievement of second language learners

### PROCEDURES:

#### 1.0 French Immersion Program Entry

- 1.1 The Early French Immersion program begins in Grade 1 and in Senior Kindergarten at some schools until full day kindergarten is fully implemented in 2014.
- 1.2 The Board provides a continuous French Immersion program through to the end of the secondary level.
- 1.3 Students with some French competency wishing to enter French Immersion at a time other than Grade 1 must request assessment prior to entering the program. The assessment will be school based and a decision will be made on a case-by-case basis. Several factors will be part of the decision include past French experience, support outside the school and students’ abilities in their first language. Possible components of the test could include; a GB+/French DRA reading assessment, an oral component which could include the CEFR continuum and some work in math where the student will explain their work.

#### 2.0 French Immersion Community Advisory Committee

- 2.1 The French Immersion Community Advisory Committee shall provide advice to the Board regarding French Immersion program and accommodation issues.

2.2 The French Immersion Community Advisory Committee shall consist of the following persons:

**Voting members:**

- Three French Immersion elementary parents - to report regularly to their School Council and/or Home & School, one (1) from each cluster
- Three French Immersion secondary parents – to report regularly to their School Council and/or Home and School, ideally one from each school, however, no more than two parents from one school.
- One representative from Canadian Parents for French
- One rural parent representative from a French Immersion school (elementary or secondary)
- One community representative with interest in French language programming
- One representative from a local post-secondary institution (e.g., Mohawk College or McMaster University) with interest in French language programming
- Two secondary French Immersion students (preferably one from each school).

**HWDSB Resource Staff:**

- One Superintendent of Education responsible for French Immersion
- One consultant or support person responsible for French Immersion
- One elementary Principal/Vice-Principal of a French Immersion school
- One secondary Principal/Vice-Principal of a French Immersion school
- One French Immersion elementary teacher representative of a French Immersion school
- One French Immersion secondary teacher representative of a French Immersion school

2.3 The French Immersion Community Advisory Committee shall appoint a chair or co-chairs from among its members at the first meeting following the Board's organizational meeting each year.

2.4 The Term of office for a member of the French Immersion Community Advisory Committee shall be two years commencing on December 1 and ending on November 30.

2.5 The French Immersion Community Advisory Committee may have one or two Trustees, appointed by the Board, who may participate in the meetings but will not count towards quorum or have voting privileges.

2.6 Quorum represents 50% plus one of the voting members of the committee established in September

2.7 A committee member has the right to make a declaration of conflict of interest and therefore not participate in a particular discussion or vote.



- 2.8 There is an expectation that information from the French Immersion Community Advisory Committee meetings will be shared with all French Immersion school councils and communities.

### **3.0 School Organization**

- 3.1 The French Immersion program may be offered in either a single track or a dual track school model.
- 3.2 The selection of single or dual track program delivery in any new French Immersion site shall be determined according to system accommodation circumstances.
- 3.3 Class size, staffing and working conditions for the French Immersion program shall be determined by the collective agreement.

### **4.0 Registration Procedures**

- 4.1 The entire Board area shall be divided into attendance areas for French Immersion. The process for admission shall be congruent with that for the English program.
- 4.2 Advertising for French Immersion shall happen in conjunction with the Board's advertising for English senior kindergarten
- 4.3 Prior to registration, all parents of children in junior kindergarten or entering senior kindergarten shall receive
  - (i) information on the French Immersion program through information nights and advertising;
  - (ii) an announcement of any information meetings;
- 4.4 In the event that requests exceed the number of available Grade 1 spaces in a given school, the Superintendent of Student Achievement shall determine the resolution using the same options as for other Grade 1 programs.
- 4.5 Entry into the program at points other than Grade 1 shall be at the discretion of the principal following assessment and consultation with Board and school personnel as outlined in the statement on assessment above.

### **5.0 Long-Term Accommodation Issues**

- 5.1 All recommendations regarding French Immersion program initiation, phase out or relocation shall be made in consultation with the Superintendents of Student Achievement, the French Immersion Community Advisory Committee, and other stakeholder groups, and in keeping with policies and procedures established by Hamilton-Wentworth District School Board.
- 5.2 The criteria for determining site locations for French Immersion programs shall include the following:

- availability: vacant, leased or under-used sites - where space is available and where space is projected to remain available
- accessibility: good traffic paths to the site - safety
- community support: demonstrated interest in enrolling
- accommodation to support program: gym, library, grounds (best interests of student's program)
- program and accommodation costs
- grouping: locating junior/middle/secondary sites within short distances of one another
- distribution: equitable distribution to meet system needs
- nearness to next school
- at the secondary level, staffing, enrolment and program organization: where sufficient courses can be offered in French
- other considerations as relevant

## 6.0 Administration/Staffing

- 6.1 Class organization, programming, staffing and timetabling in a school offering French Immersion programs shall be the responsibilities of the Principal and the Superintendent of Education.
- 6.2 As opportunities arise in schools with French Immersion, the Board shall support the assignment of bilingual personnel to other existing assignments, such as Learning Resource Centre, Physical Education, Music, Co-operative Education, Information Technology, and administration.

## 7.0 Program

- 7.1 The Board shall provide centralized program support for French Immersion and will use *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, 2013* as a guide for program options
- 7.2 The following program shall be delivered:
- I. **French Language Arts**  
Shall be a component of the program in every year at the elementary level. A selection of other subjects is also taught in French.
  - II. **Junior Schools**  
Classroom instruction in Grade 1 (and in Senior Kindergarten at some schools until full day kindergarten is fully implemented in 2014) shall be in French. English Language Arts instruction shall be introduced in Grade 2. The amount of instructional time for English in Grades 2 and 3 shall be a minimum of 225 minutes per week. In Grades 4 and 5, the amount of instructional time for English shall be a minimum of 300 minutes per week.
  - III. **Middle Schools**  
Fifty per cent (50%) of classroom instruction shall be in French. Where choice of subjects for instruction in French is possible, the determination shall be made by the Principal in consultation with the Superintendent of Education.

**IV. Secondary Schools**

Students shall be required to complete ten courses within the French Immersion Program, four of which must be French Language Arts credits, and at least six other subjects in which French is the language of instruction, to qualify for the Certificate of French Immersion.

**8.0 Support Services**

- 8.1 Students requiring special education assistance shall receive support through the appropriate staff assigned to the school following standard processes.
- 8.2 Students enrolled in French Immersion whose needs require special assistance beyond the school level shall have access to:
  - (i) special education services;
  - (ii) central services as provided by the support staff of Hamilton-Wentworth District School Board and/or other community agencies
  - (iii) special education programs as recommended by an Identification, Placement and Review Committee (if the recommendation is for a self-contained class, then the program is in English).

**9.0 Resources**

- 9.1 Adequate resource materials for French Immersion shall be acquired for schools by the school principal in consultation with appropriate school and Education Centre staff.
- 9.2 French Immersion needs shall be taken into consideration by the Discovery Centre when ordering materials.
- 9.3 French Immersion translations and adaptations of subject-based curricula shall be funded by the Board. French Immersion teachers shall be encouraged to participate in curriculum writing teams where possible.
- 9.4 A school with French Immersion shall have access to the grant monies provided provincially for the support of the program, if available.

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: October 26, 2015

From: Finance and Facilities Committee

Date of Meeting: October 7, 2015

The committee held a meeting from 12:03 p.m. to 2:27 p.m. on October 7, 2015 at 20 Education Court, Hamilton, Ontario in Room 340D.

Members present were: Trustees Jeff Beattie, Dawn Danko, Wes Hicks and Greg Van Geffen and Todd White. Trustee Penny Deathe was also in attendance.

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**ACTION ITEMS:****A. Long Term Facilities Master Plan Pupil Accommodation Review Schedule**

At the September 16, 2015 Finance and Facilities Committee meeting, staff was asked to bring back additional information to the committee regarding the pupil accommodation review schedule so that a decision could be made. Staff recommended choosing 2 review areas in 2015-16. Based on previous pupil accommodation review schedule, 6 areas were discussed to be narrowed down to 2.

On the motion of Todd White, the Finance and Facilities Committee **RECOMMENDS:** That staff be advised to proceed with preparation for a potential pupil accommodation review of the following two areas for 2015-16: Lower Stoney Creek and East Hamilton City 2, as identified in Appendix A of the report.

**CARRIED UNANIMOUSLY**

On the motion of Todd White, the Finance and Facilities Committee **RECOMMENDS:** That staff bring back an updated and revised Accommodation Strategy Schedule as part of the Long-Term Facilities Master Plan review.

**CARRIED UNANIMOUSLY****MONITORING ITEMS:****B. Enrolment Update**

Staff provided an update on the September staffing reorganization. HWDSB is compliant with Ministry Class Size and Average Class Size requirements.

**C. 2015 Facilities Capital Projects Funding Summary**

Information was provided on the capital projects underway in HWDSB and the methods by which grant revenue or other sources they are funded by:

- Capital Priorities
- Full Day Kindergarten
- School Consolidation Capital
- School Renewal and School Conditions Improvement
- Proceeds of Disposition.

Respectfully submitted,  
Wes Hicks, Chair of the Committee



## EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

**TO:** Finance and Facilities Committee

**FROM:** Manny Figueiredo – Director of Education

**DATE:** October 6, 2015

**PREPARED BY:** Stacey Zucker, Superintendent of Business and Treasurer  
David Anderson, Senior Facilities Officer  
Ellen Warling, Manager of Planning, Accommodation & Rentals  
Robert Fex, Senior Planner - Planning, Accommodation & Rentals

**RE:** Long Term Facilities Master Plan Pupil Accommodation Review Schedule

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Action  Monitoring

### Background:

In 2014-15, the Ministry of Education introduced the School Board Efficiencies and Modernization (SBEM) strategy to provide incentives and supports for school boards to make more efficient use of school space. One of the elements of the strategy was to revise the Pupil Accommodation Review Guideline (PARG) to allow school boards to have a more effective tool to address their needs to close and consolidate facilities, while continuing to ensure that communities have the opportunity to provide meaningful input. In March 2015, the Ministry released a new PARG. Within the document boards were directed to revise their accommodation review policies.

Also in March 2015, HWDSB Trustees received Facilities Management's annual Long-Term Facilities Master Plan (LTFMP) report. A schedule of accommodation strategies (land purchases, grade reorganizations, boundary reviews, and accommodation reviews) are part of the LTFMP. Due to the timing of the release of the new PARG, and the need to revise our Pupil Accommodation Review (PAR) policy, Trustees agreed that the accommodation review schedule be temporarily removed from the LTFMP, updated, and reviewed once the revised PAR policy is approved by the Board.

In June 2015, HWDSB released the Pupil Accommodation Review Policy for public consultation. Consultation concludes on October 16, 2015.

At the September 16, 2015 Finance and Facilities Committee meeting, the pupil accommodation review schedule was discussed and staff were asked to bring back additional information to Finance and Facilities Committee in order for decisions to be made regarding the schedule.

## Staff Observations:

As part of the SBEM initiative the government established a four-year, \$750 million School Consolidation Capital (SCC) program to help boards manage their school space more efficiently. HWDSB completed four accommodation reviews in the 2013-14 school year and the related capital projects were submitted as part of the first year of SCC requests. The Board received \$19 million in funding for these projects. The Ministry has yet to release their second year SCC request for projects and Board staff would like to ensure that HWDSB can submit projects for this next round of SCC funding. In order to do this, the pupil accommodation reviews would have to be completed before the end of the 2015-16 school year.

The Pupil Accommodation Review Policy will be presented at the November 11, 2015 Policy Committee meeting for approval. Once approved, the Board will be able to commence accommodation reviews. In order to meet the timelines of completing the reviews during the school year, the reviews would have to be initiated shortly after the policy is approved. The new guidelines require staff to provide a complete recommendation, along with the supporting documentation, in the staff report requesting to commence an accommodation review. This is a significant amount of work. Therefore, it is necessary for Board staff to receive direction from the Board as soon as possible to begin preparations.

At the Finance and Facilities Committee meeting on March 11th, 2015 committee members carried a motion unanimously that stated: That the accommodation review schedule be temporarily removed from the Long Term Facilities Master Plan updated and reviewed once the revised Pupil Accommodation Review Policy is approved by the Board. Since there is no schedule in place right now, trustees would be required to approve the pupil accommodation review(s) to take place in 2015-16 in order for the Board to be prepared to submit funding requests.

Based on prior experience, Board staff believes that the optimal number of accommodation reviews to enter into in one school year is two. There is significant Board staff time and resources that go into an accommodation review and there is a great demand on trustee and community member time. In addition, the Board has a significant number of capital projects in process currently and planned in the near future that require substantial Board time and resources. Also, there are limited resources available from the Ministry for capital projects through the SCC program. In order to optimize the use of time and resources and have the greatest chance of success for SCC submissions, it is recommended that 2 pupil accommodation reviews are chosen for the 2015-16 school year.

The most recent Accommodation Strategy Schedule is attached for trustees' reference as Appendix A. The schedule shows six planning areas that were scheduled to undergo accommodation reviews during 2015-16 and 2016-17. Board staff believes that these six planning areas should be the starting point for a decision.

There are many criteria that should go into making a decision. The criteria include, but are not limited to the following:

- Excess pupil places in a planning area
- High renewal needs in schools in a planning area
- Lack of accessibility in schools in a planning area
- School and site sizes (LTFMP)
- The amount of transition that has occurred in the planning area in the recent past

For the last reason mentioned above, Board staff recommends deferring the accommodation reviews in the West Hamilton City, East Mountain and West Hamilton Mountain planning areas. There have been significant transitions for parents in these areas recently and Board staff feels that these areas would benefit from a pause in accommodation reviews for another year.

This leaves three planning areas:

- Lower Stoney Creek;
- Ancaster; and
- East Hamilton City

Board staff recommends that trustees choose two of these review areas to undergo pupil accommodations in the 2015-16 school year.

The Long-Term Facilities Master Plan will be presented in March 2016. At this time a full version of the accommodation review schedule will be included in the plan for approval.

**Summary:**

Board staff would like to begin the preparations required for pupil accommodations reviews under the new policy in order for the reviews to be completed during the 2015-16 school year. To do this, trustees would be required to give direction to staff to initiate the work required pending the approval of the policy. Staff is recommending that the optimal number of accommodation reviews to take place in 2015-16 is two. Staff has provided three planning areas of which it would recommend that trustees choose two and direct staff to start preparations for the accommodation reviews.

## Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>1 Westdale</b>								
Dalewood								
GR Allan			FDK					
Glenwood								
Prince Philip				Closed				
<b>2 Flamborough</b>								
Allan Greenleaf		BR	FDK					ARC
Balaclava	FDK	BR						ARC
Flamborough Centre			FDK					ARC
Guy Brown		BR						ARC
Mary Hopkins			FDK					ARC
Millgrove		BR	Complete					
<b>3 Central Mountain</b>								
Cardinal Heights		GR	Complete					
Eastmount Park			Complete	FDK				
Franklin Road			Complete					
GL Armstrong			Complete					
Linden Park		GR	Complete	FDK				
Norwood Park								
Pauline Johnson			Complete					
Queensdale			Complete	FDK				
Ridgemount		GR	Complete					
<b>4 East Hamilton City 1</b>								
Hillcrest			Complete	FDK				
Parkdale			Complete					
Rosedale			Complete	FDK				
Roxborough Park			Complete					
Viscount Montgomery			Complete	FDK				
WH Ballard			Complete	FDK				
Woodward			Complete	FDK				

## Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization
Complete	: Completed ARC

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase



Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>5 West Hamilton City</b>								
Bennetto					ARC			
Cathy Wever					ARC			
Central			FDK		ARC			
Dr. Davey					ARC			
Earl Kitchener				FDK	ARC			
Hess Street			FDK		ARC			
Queen Victoria	FDK				ARC			
Ryerson					ARC			
Strathcona			FDK		ARC			
<b>6 West Glanbrook</b>								
Bell-Stone			Complete	FDK				
Mount Hope			Complete					
<b>7 East Mountain</b>								
CB Stirling	FDK						ARC	
Helen Detwiler	FDK							
Highview	FDK							
Huntington Park			FDK					
Lawfield				FDK	ARC			
Lincoln Alexander	FDK						ARC	
Lisgar					ARC			
Ray Lewis			FDK					
Richard Beasley					ARC			
Templemead			FDK				ARC	
<b>8 Lower Stoney Creek</b>								
Collegiate Avenue			FDK		ARC			
Eastdale	FDK				ARC			
Green Acres				FDK	ARC			
Memorial (Stoney Creek)			FDK		ARC			
Mountain View	FDK				ARC			
RL Hyslop			FDK		ARC			
Winona	FDK							

Note:  
 ➤ Year 1 and 2 FDK are complete and not shown on this list  
 ➤ Subject to Board approval and terms of reference

**FDK** : FDK Implementation  
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## Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>9 West Hamilton Mountain</b>								
Buchanan Park	FDK					ARC		
Chedoke	FDK					ARC		
Gordon Price	FDK					ARC		
Holbrook			FDK			ARC		
James Macdonald			FDK			ARC		
Mountview				FDK		ARC		
RA Riddell			FDK			ARC		
Westview						ARC		
Westwood						ARC		
<b>10 Ancaster</b>								
Ancaster Meadow			LP	FDK		ARC		
Ancaster Senior						ARC		
CH Bray				FDK		ARC		
Fessenden				FDK		ARC		
Queen's Rangers	FDK					ARC		
Rousseau	FDK					ARC		
<b>11 East Hamilton City 2</b>								
Elizabeth Bagshaw			FDK			ARC		
Glen Brae						ARC		
Glen Echo				FDK		ARC		
Lake Avenue	FDK							
Sir Isaac Brock						ARC		
Sir Wilfrid Laurier			FDK			ARC		

## Note:

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## Section 11: Accommodation Strategy Schedule

Planning Area	2012/2013		2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
	September	January						
<b>12 Central Hamilton City</b>								
AM Cunningham				FDK			ARC	
Adelaide Hoodless	FDK						ARC	
Memorial (Hamilton)	FDK						ARC	
Prince of Wales							ARC	
Queen Mary							ARC	
<b>13 Dundas and West Flamborough</b>								
Beverly Central	FDK		ARC					
Dr. Seaton	FDK		ARC					
Greensville	FDK		ARC					
Spencer Valley		BR	ARC					
Dundana				FDK			ARC	
Dundas Central			FDK				ARC	
Sir William Osler			FDK				ARC	
Yorkview							ARC	
<b>14 East Glanbrook and Upper Stoney Creek</b>								
Bellmoore	FDK		LP					
Billy Green	FDK							
Gatestone		BR		FDK				
Janet Lee	FDK							
Michaëlle Jean								
Mount Albion	FDK	BR						
Tapleystown	FDK							

## Note:

- Year 1 and 2 FDK are complete and not shown on this list
- Subject to Board approval and terms of reference

FDK	: FDK Implementation
ARC	: ARC
GR	: Grade Reorganization
Complete	: Completed ARC

BR	: Boundary Review
Closed	: Closed
LP	: Land Purchase

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: October 26, 2015

From: Program Committee

Date of October 15, 2015

The committee held a meeting from 5:48 p.m. to 7:30 p.m. on October 15, 2015 at 20 Education Court, Hamilton, ON, in Meeting Room 308 with Trustee Kathy Archer presiding.

Members present were: Kathy Archer (Chair), Christine Bingham, Penny Deathe, Larry Pattison and Todd White.

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**MONITORING ITEMS:****A. Secondary Transitions Implementation 2014-2015 Report**

The Secondary Transitions Implementation report for 2014-2015 summarizes the comments, questions and concerns of students, parents and the community on how the Secondary Transition process 2014-15 was implemented. Many positive comments were shared as well as suggestions for improvement.

On the motion of Trustee Larry Pattison, the Program Committee **recommends that the Secondary Transitions Implementation report become an annual report.**

**CARRIED UNANIMOUSLY****B. Transitions**

A schedule of post-transition committee work was shared with a verbal update. Highlights are below.

Post Transition Committee Work

The Program Committee recommended that feedback be gathered on transitions that occur as a result of a school closures. The chart below indicates when feedback will be collected and then collated into a report for the Program Committee (6-8 months from the date of the transition).

Post-Transition Committee	Start Timeframe	End Date	Report to Program Committee
Parkview Transition	April 2015	June 2015	October 15, 2015
Central Mountain (Hill Park, Barton)	April 2015	June 2015	October 15, 2015
DVSS Transition	Winter 2015	TBD	Spring 2016
Prince Phillip & Cootes Paradise Transition	Fall 2015	TBD	TBD
Mount Hope & Bellstone	Fall 2015	TBD	TBD
Sherwood French Immersion	November 2015		November 12, 2015
East Hamilton (Roxborough Park, Hillcrest)	TBD	TBD	March 2016
Central Mountain (Eastmount, Linden Park & Cardinal Heights)	TBD	TBD	March 2016

Respectfully submitted,  
Kathy Archer, Chair of the Committee

## Committee Report

Presented to: Board

Meeting date: Oct. 26, 2015

From: First Nations Métis and Inuit Advisory Committee

Meeting date: Oct. 15, 2015

The committee held a meeting on October 15, from 2:00 – 4:00 p.m., at the Education Centre, 20 Education Court, Hamilton, Ontario, with Ron McLester presiding.

Members present were: Mary Bearfoot, Rebecca Doreen, Monique Lavalle, Jennie Anderson, Ron McLester and Trustee Bingham

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### INFORMATION ITEMS:

#### A. Self-Identification

A small sub-committee will be formed to further review self-identification materials for parents.

#### B. Student Achievement Report

A copy of this March 2015 report was distributed to the committee. Electronic copies will also be provided. The committee will review and have an opportunity for deeper discussion at a future meeting.

#### C. Bundled Arrows Program Support

Ron McLester, Co-Chair, is seeking a letter of support from the committee. This program will enhance and support student transitions from secondary to post-secondary. A draft letter will be sent electronically to the committee for their input. Final copy of letter will be sent to Co-Chair Christine Joseph-Davies to forward to Ron.

#### D. Board Updates

Supporting Aboriginal Youth Transitions – Oct. 29, 2015 – all are welcome to attend.

SHAE – program revitalization supported by community, board, and school-based staff.

Elementary Social Studies – unit developed on Treaty education.

Secondary Civics/History – continuing to expand on the development of a unit about Residential School experience and Treaty education.

One of the first two Boards in Canada whose Aboriginal education leads were selected to work in collaboration with National Research Centre for Truth and Reconciliation to develop professional development materials about the legacy of the residential school system and impacts today. Currently working with the NRTC's Education Lead, archivists, HWDSB staff, and community groups to identify and develop localized activities.

#### E. Community Updates

Niwasa Head Start celebrated an anniversary

McMaster Post-secondary forums: Sir John A. Macdonald, Sir Winston Churchill, Delta, Mountain Aboriginal Centre

Hamilton Regional Indian Centre – Thanksgiving Celebration

#### F. Meeting Structure

Committee discussed various options. Many members are involved at multiple community tables making participation a challenge. Further communication with committee to determine the preferred schedule will take place before the next meeting.

Respectfully submitted,  
Ron McLester, Co-Chair of the Committee  
Christine Joseph-Davies, Co-Chair of the Committee

11-1  
**Committee Report**

Presented to: Board

Meeting date: October 26, 2015

From: Special Education Advisory Committee (SEAC)

Meeting date: September 30, 2015

The committee held a meeting on Wednesday, September 30, 2015, from 7:05 p.m. to 8:25 p.m., at the Education Centre (Room 308) at 20 Education Court in Hamilton, ON with Lita Barrie presiding.

Members present were: Lita Barrie, Mark Courtepatte, Fran Doodeman, Bernadine Nabuurs, Susi Owen, Trustee Larry Pattison, Barbara Reeves, Lorraine Sayles, Tracy Sherriff, Lynn Vanderbrug. Regrets were received from Director Manny Figueiredo; Judy Colantino, Doug Foster, Susan Guzina, Tania Kerr, Susan Lucek, Jenny McEwen-Hill, Brent Monkley.

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**INFORMATION ITEMS:**

**A. Introduction: Manny Figueiredo, new HWDSB Director of Education**

Due to schedule conflict, this item was deferred to the November 25, 2015 SEAC meeting.

**B. Update on Special Education Report**

Members were advised that the revised report was submitted to the Ministry of Education and also posted on HWDSB website.

**C. Review of SEAC Key Values**

Members agreed to uphold the following SEAC key values:

- Accountability
- Communication
- Honesty
- Positive Climate
- Respect

**D. Topics for SEAC Presentations**

The following are topics for future SEAC presentations:

- Joint SEAC meeting (with HWCDSD)
- HWDSB Budget Presentation
- Update on Student Transitions
- Pathways to Special Education Classes and Programs
- Youth Wellness Centre
- Collaborative and Proactive Solutions (CPS)
- Parent Engagement and Advisory Initiatives at HWDSB
- Programming for Deaf and Hard of Hearing Students
- Programming for Blind/Low Vision Students
- Presentation on Fetal Alcohol Syndrome Disorder (FASD)

**E. Monitoring Update**

- Student Transitions: A full report is forthcoming to Program Committee and Board in October. This report will be brought to the November SEAC meeting.
- Summer writing teams:
  - Communications
  - Autism Services
  - Psychological Services
  - Mental Health and Well-Being
  - CampAble Initiative
  - CPS Summer Institute, including evening session

**F. Members' Update**

- A September 9, 2015 report was released following a roundtable meeting on FASD last May. The report contained considerable findings about FASD, particularly concerns on the lack of awareness in Ontario. FASD support groups, in collaboration with other stakeholders, have challenged the Ministry of Child and Social Services to address the key issues/findings.
- Community Living Hamilton's Annual General Meeting at McMaster Innovation Park on October 20<sup>th</sup> will have Dr. Sheila Bennett, Professor of Education and former Chair of Department of Teacher Education at Brock University, as main/guest speaker.
- "Giving Your Child the Tools for Life (How to Raise Resilient Students)" workshop will take place on October 26<sup>th</sup> at Dr. John Perkins Centre in Hamilton.
- VOICE for Hearing Impaired Children has recently launched its new website.

**G. Correspondence**

The members agreed to receive and file the following letters:

- a) Wellington Catholic District School Board – Concerns with Fetal Alcohol Spectrum Disorder (FASD) Students
- b) Wellington Catholic District School Board – Support for Revisions to Ontario Reg. 272/12 Hiring Practices

Respectfully submitted,  
Lita Barrie, SEAC Chair Pro Tem



## Committee Report

Presented to: Board

Meeting date: Oct. 26, 2015

From: Parent Involvement Committee

Meeting date: Oct. 13, 2015

The committee held a meeting on October 13, from 6:30 – 8:30 p.m., at the Education Centre, 20 Education Court, Hamilton, Ontario, with Kevin Baglole presiding.

Members present were: Emily Bolyea, AnnMarie Dymont, Amanda Fehrman, Marwin Masri, Tyler McNeil, Susan McMillan, Melanie Roberts, Sarah Britton, Shannon Gould, Harold Huff, Kevin Baglole, Sandra Binns, Lindsay Snell Allison, Alison Bailey, Rochelle Butler, Shelley Stacey and Trustee Penny Deathe.

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### INFORMATION ITEMS:

#### **A. Healthy Schools/Active Transportation Charter**

Sue Dunlop provided a presentation on Healthy Schools seeking input on the best ways to communicate with parents related to Healthy Schools. She also provided an update on the Active Transportation Charter.

#### **B. Elementary Program Strategy**

Committee reviewed the seven Elementary Program Strategy Vision Statements and provided feedback. PIC Executive will use the feedback to generate a formal communication to the Program Committee and/or Policy Committee as part of our approach to providing the PIC perspective to Trustees.

#### **C. Standing Items**

Updates were provided for the following Standing items:

- French Immersion Advisory Council
- Rural School Advisory
- Home and School
- Policy
- Standing committee/Labour Update
- Communication sub-committee
- Profiling Volunteer Excellence

Note: Prior to the official meeting, there was an optional session designed to provide input into two current consultations: Facilities Partnership and ARCs. Letters will be sent to the Policy Committee on behalf of PIC.

Respectfully submitted,  
Kevin Bagole, Chair of the Committee