

POLICY COMMITTEE

Wednesday October 14, 2015
Education Centre, Level 3, Room 308

AGENDA

12:00 p.m.

1. Call to Order
2. Approval of the Agenda

T. White

SAFE SCHOOLS:

3. Bullying Prevention & Intervention – policy review
4. Code of Conduct (Student) – policy review
5. Student Behaviour and Discipline – partial policy review

For Information:

6. Asthma Directive – policy directive
7. French Immersion – policy directive

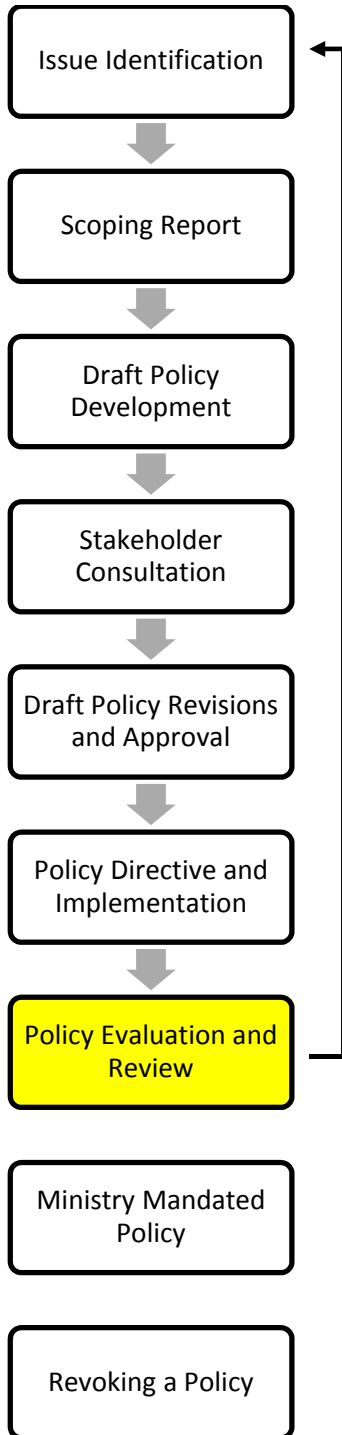
Discussion Items:

8. Naming/Renaming a School in Whole or in Part
9. Property Disposition
10. Next Policy Meeting: Wednesday November 11, 2015
 - a. Pupil Accommodation Review – post-consultation
 - b. Community Planning & Facilities Partnerships – post-consultation
11. Adjournment

POLICY COMMITTEE

Title: **Bullying Prevention and Intervention**

Pillar Policy: **Safe Schools**



Recommended Action:

That the Bullying Prevention and Intervention Policy be recommended for approval.

Background:

This policy is up for its scheduled review.

The policy has been updated to reflect HWDSB Policy Templates.

There have been no significant changes made to the policy.



Bullying Prevention and Intervention

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.
- Realize 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 behavior.	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

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



Bullying Prevention and Intervention Directive

Directive for Policy X.X Bullying Prevention and Intervention

Projected Review Date:

Schools will incorporate the following procedures/guidelines into their School Bullying Prevention and Intervention Strategies

Principals are required by legislation to review annually with all staff the duty to respond to all incidents of bullying, as well as the duty to report serious incidents of bullying. Serious incidents of bullying include, but are not limited to racist, sexual, sexist, and homophobic remarks slurs, jokes, or graffiti, prolonged or repeated social and cyberbullying, as well as incidents that could lead to suspensions and/or expulsions.

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) believes that every student has the right to be treated with dignity and respect and to feel safe within the school environment. The research concerning the safe and orderly correlate of effective schools currently being implemented by Hamilton-Wentworth schools supports this belief. Students who are free from bullying are able to give their education the full attention and effort needed for success.

Bullying behaviour adversely affects not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems not only for those powerless individuals who are the victims of repeated aggression, but for those who perpetrate it and also for those who see it happening.

Bullying will not be tolerated on Hamilton-Wentworth District School Board property, at school related activities, on school buses, or in any other circumstances (e.g. on-line) where engaging in bullying behaviour will have a negative impact on healthy relationships and the school climate.

At Hamilton-Wentworth District School Board we believe that it is everyone's responsibility to stop bullying behaviour within the school community.

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,

- 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

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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.

PROCEDURES:

1.0 Staff, Student, Parental Responsibilities

All members of the school community have responsibility for bullying prevention and for addressing bullying when it occurs. Although this responsibility rests with all members of the school community, some members have responsibility to provide leadership in specific areas/situations.

1.1 Staff

All staff members within Hamilton-Wentworth District School Board will:

- model caring, respectful interactions
- raise awareness of bullying behaviour and its long-term effect on all students
- recognize that creating a positive school climate is key in the prevention of bullying behaviours in schools
- develop and share a clear and developmentally appropriate definition of bullying behaviour, based on the definition in this policy directive
- include bullying prevention as a regular item on staff meeting agendas
- provide support to new students to ensure that they understand expectations and routines
- provide opportunities for positive student leadership for all students
- encourage students to report bullying behaviours. Teach students the difference between tattling/ratting (getting someone into trouble) and telling (helping someone who is in trouble)
- develop a safe and anonymous way for students to report bullying (drop box, phone line, and website)
- take every report of bullying seriously
- respond to all incidents of bullying, if it is safe to do so in their opinion, by labeling and intervening quickly to any bullying behaviour of which they are aware
- engage bystanders – teach skills needed to deal with bullying situations positively and safely
- work with students and parents to resolve bullying issues in a timely and developmentally appropriate manner
- teach students pro-social behaviours and prompt and reinforce them throughout the school day
- provide intervention and support to assist students who engage in bullying behaviours to change their behaviours
- communicate to students and parents that a student who is engaged in bullying conduct will be subject to a range of interventions, including suspension or expulsion
- develop a safe intervention plan for students who are victims of bullying;

- report incidents of bullying to the Principal if the bullying may lead to suspension or expulsion

1.2 Students

All students within Hamilton-Wentworth District School Board will:

- treat everyone with dignity and respect
- raise their awareness and understanding of bullying behaviour and its long-term effects
- realize that bullying behaviour is never acceptable
- report incidents of bullying behaviour whenever they see it
- engage in positive leadership opportunities
- provide support to new students or students who are alone/friendless
- endeavour to disengage from being a bystander to bullying behaviours
- actively support their school's bullying prevention and intervention programs
- support a positive school climate

1.3 Parents

All parents of students within Hamilton-Wentworth District School Board will:

- treat everyone with dignity and respect
- report incidents of bullying behaviour whenever they see it
- raise their awareness and understanding of bullying behaviour and its long-term effects
- in partnership with the school staff, work to address and rectify incidents of bullying behaviour (whether the parent of the student who is victimized, engaging in bullying behaviour, or bystander to bullying incidents)
- create awareness among their children/youth that bullying is never acceptable
- endeavour to get appropriate social/emotional help for their child if necessary
- support their school's anti bullying initiatives
- encourage their children/youth to report incidents of bullying behaviour
- model caring and respectful interactions
- teach their children/youth to be respectful and caring individual

2.0 Responding By Board Employees To Incidents That May Lead To Bullying

- 2.1 All Board employees who work directly with students must respond to any inappropriate and disrespectful student behaviours, including bullying, that is likely to have a negative impact on school climate, if it is safe to do so, in the employee's opinion. (Education Act Part X111,300.4)
- 2.2 Board employees who work directly with students include administrators, teachers, and nonteaching staff (including staff in social work, child and youth, psychology, and related areas, educational assistants, early childhood educators etc.).
- 2.3 Responding may include: asking a student to stop the behaviour, naming the 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 To Bullying Incidents

- 3.1 All Board employees who work directly with students must report all incidents of bullying to the Principal. 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.
- 3.2 Board employees who work directly with students include administrators, teachers, and nonteaching staff (including staff in social work, child and youth, psychology and related areas, educational assistants, early childhood educators, 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.
- 3.3 *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.
- 3.4 *Written Reports:* For incidents of bullying for which suspension or expulsion must be considered, Board employees must report to the principal as soon as is reasonably possible, and in any case, no later than the end of the school day. Board employees must 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

- 4.1 After a report is submitted, the Principal is required to:
 - 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”
 - investigate reported incidents of specified activities that may lead to suspension or expulsion, including bullying
 - communicate the results of an investigation to the teacher who reported the incident or, if reported by another employee, to that employee unless it would not be appropriate to do so
 - notify the parent/guardian of a student who the principal believes has been harmed as a result of a specified activity
 - notify the parent/guardian of any student who engaged in the activity that resulted in harm.
- 4.2 Principals must suspend a student and consider referring that student for expulsion for any incident under subsection 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language,

colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g. socio-economic status, appearance).

- 4.3 Principals must suspend a student for bullying and consider referring that student for expulsion for any incident if (i) the student has previously been suspended for bullying, and (ii) the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.
- 4.4 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).
- 4.5 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/parent of the victim specifically request that this is done
 - where the student who has been bullied 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.

*Possible actions taken can include anything on the progressive discipline continuum (e.g. warning, contacting parent/guardian, removal of privileges, suspension, expulsion).

5.0 Notice To Parent/Guardian (Section 300.3(3) Ed. Act)

5.1 Of Students who have Been Harmed

- 5.1.1 Principals are required to inform 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)

5.2 Of Students who have Engaged in Serious Incidents

- 5.2.1 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.)
- 5.3 Principals must invite parents/guardians to have a discussion with him/her about the supports that will be provided for their child.
- 5.4 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/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
- 5.5 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).
- 5.6 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.

6.0 Supports For Victims Of Serious Student Incidents (incidents leading to suspension or expulsion: Education Act Subsection 306(1) or 310(1))

- 6.1 All Board employees must take allegations of gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour (PPM145) and bullying (PPM144) seriously and act in a timely, sensitive, and supportive manner.
- 6.2 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)
 - 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 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)

- 6.3 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.

7.0 Prevention Strategies

7.1 Positive School Climate

- 7.1.1 A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school.” When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable, and accepted.
- 7.1.2 All schools will develop programs that actively promote and support positive behaviours and reflect Hamilton-Wentworth District School Board’s Character Education development initiatives.
- 7.1.3 Schools will support students who want to establish and lead activities or organizations that promote a safe and inclusive learning environment, the acceptance and respect for others and the creation of a positive school climate. The name of any activity or organization must be consistent with the promotion of a positive school climate that is inclusive and accepting of all students. Principals may not refuse the name of gay-straight alliance or a similar name for certain organizations.

7.2 Teaching Strategies

- 7.2.1 Teaching strategies will be used that focus on developing healthy relationships including curriculum-linked bullying prevention and intervention in daily classroom teaching.

7.3 Code of Conduct

- 7.3.1 All members of the school will become familiar with and demonstrate understanding of the Board’s and School’s Code of Conduct which sets out expected standards for behaviour.

7.4 Partnerships with Community Agencies and Businesses:

- 7.4.1 Hamilton-Wentworth District School Board actively pursues community partnerships that will assist schools and communities to work toward eliminating bullying in all of our environments.

7.5 Safe and Accepting Schools Teams (an existing school committee/team, e.g. Healthy Action Team, Healthy Schools Team, can assume this role):

- Each school shall have a Safe and Accepting Schools Team.
- The Safe and Accepting Schools Team shall be composed of at least one of: each of the following, parent, teacher, student, support staff, community partner, and principal.
- The Chair of the Team must be a staff member.

- The Team monitors and reviews the school climate, including data from the mandatory safe schools survey administered every two years, and recommends appropriate interventions/preventions as needed.
- The Committee should use data related to bullying behaviours to monitor and review the effect of school bullying prevention programs. Data may include safe school survey information, suspension and expulsion data, student comments, parental input, etc.

7.6 Training

- 7.6.1 Hamilton-Wentworth District School Board will continue to provide bullying prevention and intervention training to staff and students. Locally, schools are encouraged to provide programs for parents on bullying prevention and intervention.
- 7.6.2 Students will also be provided with training on bullying prevention and on leadership initiatives within their own schools. Training will include a focus on cultural sensitivity, respect for diversity, and special needs. Schools will implement their plans to promote a positive school climate, with support from the Board.

8.0 School Plans

- 8.1 Each school shall develop and implement school climate plans including bullying prevention and intervention plans as part of the school improvement planning.
- 8.2 These plans must include:
- the definition of bullying
 - prevention strategies
 - intervention strategies
 - communication strategies
 - monitoring and review process, including data from the School Climate (Safe, Equitable and Inclusive) surveys to be completed every two years.

9.0 Board Plan

- 9.1 The Board will develop and implement a multi-year safe schools plan with implementation to begin September, 2013.

10.0 Monitor and Review

- 10.1 The Board will establish a monitoring and review process to determine the effectiveness of this Policy. The multi-year plan will be reviewed annually to respond to trends/data within the Board.
- 10.2 The Safe and Accepting Schools Team is to review the school plan and results of the school climate survey. Areas of concern are to be addressed annually in the school plan.

POLICY COMMITTEE

Title: **Code of Conduct**
Pillar Policy: **Safe Schools**



Recommended Action:

That the Code of Conduct Policy be recommended for approval.

Background:

This policy is up for its scheduled review.

The policy has been updated to reflect HWDSB Policy Templates.

There have been no significant changes made to the policy.



Code of Conduct

Date Approved:

Projected Review Date:

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 & 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

21st 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



Code of Conduct Directive

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' 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.

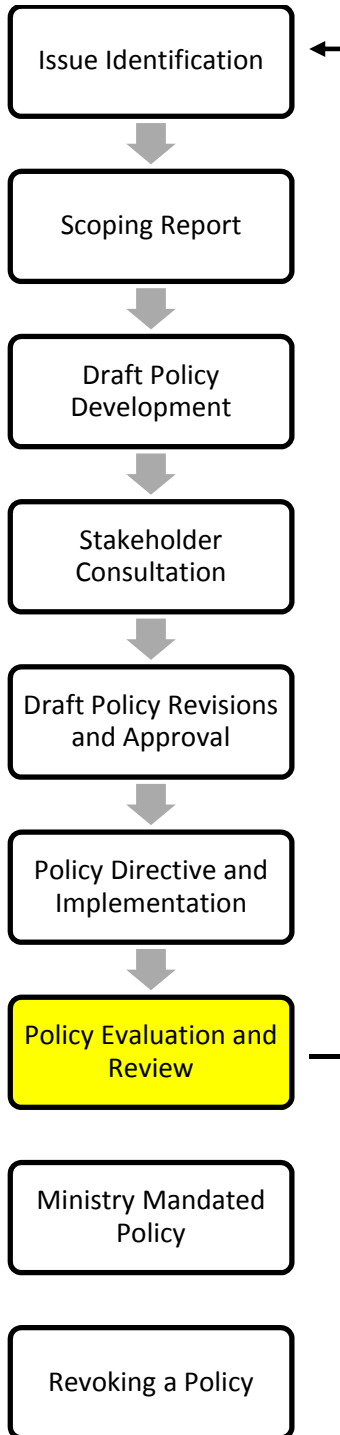
4.0 Communication of School Codes of Conduct

- 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.

POLICY COMMITTEE

Title: **Student Behaviour and Discipline**

Pillar Policy: **Safe Schools**



Recommended Action:

That the Student Behaviour and Discipline policy be recommended for approval.

Background:

Staff has updated the chart found within the Student Behaviour and Discipline policy and the Suspension Expulsion and Programs for Long term Suspended or Expelled Students Directive.

The chart outlines activities that could leading to possible suspension or expulsion for students.

This policy is scheduled for a full review in the 2016-2017 school year, and will return next year for a full review.

The identified change made within the policy and directive is a result of the discussion of the *Positive School Climate Report* at the January 15, 2015 Program Committee meeting and approved by Board on January 26, 2015. Staff was asked to provide a listing of descriptors to identify the higher impact infractions for uncategorized suspensions.

These descriptors have been added within the chart in the attached policy and directive, so that staff, parents and students are aware of the categories being reported.



Student Behaviour and Discipline

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

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
Students feel safe, included and accepted in the learning environment.	School Climate Survey indicates improved student sense of safety. Board data shows improvement in all categories
Schools will provide evidence based/ curriculum-linked pro-social skill building opportunities/programs for students.	Input /data from student forums indicates students feel comfortable and safe at school. 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.
Students demonstrate fewer inappropriate behaviours.	Decrease in incidents resulting in suspensions or expulsions. Fewer incidents of bullying leading to suspension.
Parents indicate that their children are safe at school.	Parent Survey

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



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

Directive for Policy 6.4 Student Behaviour and Discipline

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

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.



Progressive Discipline and Promoting Positive Student Behaviour Directive

Directive for Policy 6.4 Student Behaviour and Discipline

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) 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
-----------------	---	--------------------------	---------------------------

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

APPENDIX 2: SAFE SCHOOLS INCIDENT REPORTING FORMS

Report No: _____	CONFIDENTIAL SAFE SCHOOLS INCIDENT REPORTING FORM – PART I
Name of School	_____
1. Name of Student(s) Involved (if known)	_____
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under subsection 306(1) of the Education Act</p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any other activity for which a student may be suspended under board policy <i>[Note: Boards must specify on this form any other activities for which the principal may suspend according to board policy.]</i> <p>Activities for which expulsion must be considered under subsection 310(1) of the Education Act</p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person) <input type="checkbox"/> Any activity listed in subsection 306(1) that is motivated by bias, prejudice, or hate <input type="checkbox"/> Giving alcohol to a minor <input type="checkbox"/> Any other activity for which a student may be expelled under board policy <i>[Note: Boards must specify on this form any other activities for which the board may expel according to board policy.]</i>
5. Report Submitted By: Name: _____ Role in School Community: _____ Signature: _____ Date: _____ Contact Information: Location: _____ Telephone: _____	
6. FOR PRINCIPAL'S USE ONLY: Check if incident was a violent incident , as defined in Policy/Program Memorandum No. 120. <input type="checkbox"/> Violent incident Information is collected under the authority Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school principal.	

SAFE SCHOOLS INCIDENT REPORTING FORM – PART II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No: _____

Report Submitted By: Name: _____ Date: _____

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

Name of Principal: _____

Signature: _____ Date: _____

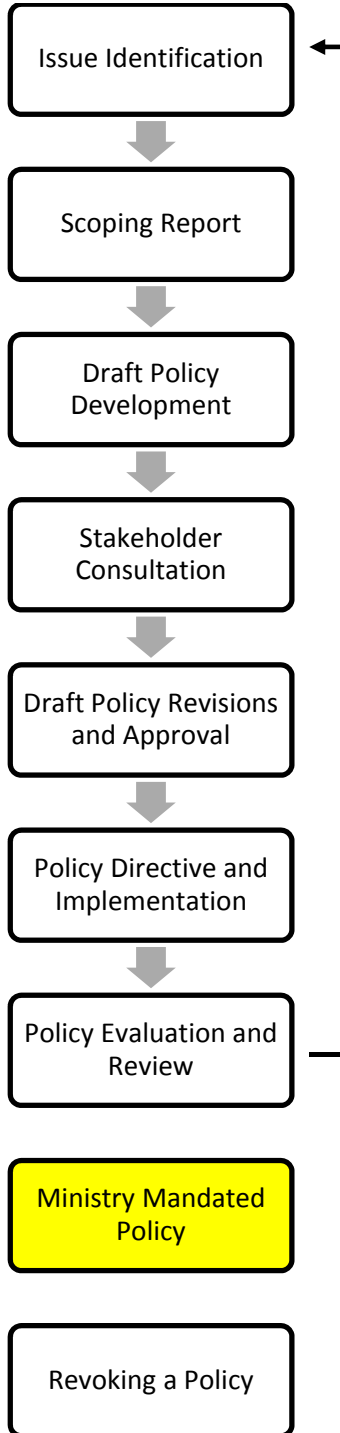
Note: Only Part II is to be given to the person who submitted the report.

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

POLICY COMMITTEE

Title: **Asthma Directive**

Pillar Policy: **Healthy School & Workplace**



Recommended Action:

That the following directive be received for information.

Background:

Ryan's Law (Bill 20), requires all schools boards to establish and maintain an asthma policy.

Ryan's Law follows the same requirements as *Sabrina's Law* (HWDSB's Anaphylaxis Directive), as well as ensuring students are permitted to carry asthma medication.



Asthma Directive

Directive for Policy 4.2 Medical/Health Supports

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 Assist in the development of 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 #** _____

Description of Asthma	
Conditions which are to be avoided	
Possible Symptoms	

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:** _____

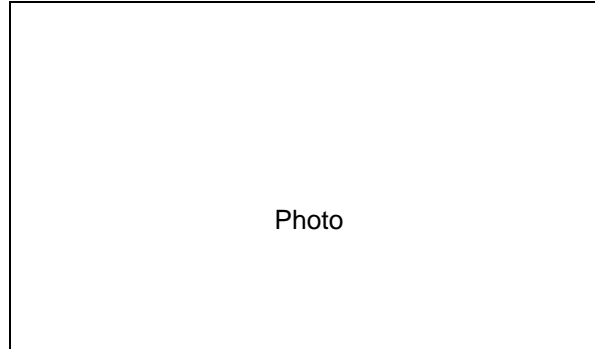
(This medical certification is valid until revoked by the parent and / or physician)

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.

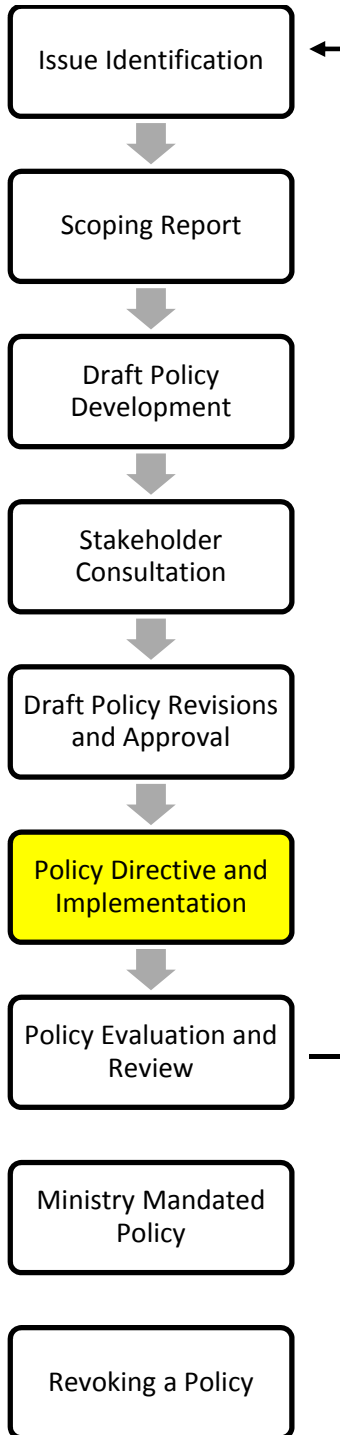
Signature of parent/guardian _____ Date _____

Signature of principal _____ Date _____

POLICY COMMITTEE

Title: **French Immersion Directive**

Pillar Policy: **Student Achievement**



Recommended Action:

That the following directive be received for information.

Background:

The changes within this directive are reflective of FIAC's recommended changes, which were presented and received by the Board of Trustees on October 5, 2015.



French Immersion Directive

Directive for Policy 7.5 Program

Projected Review Date: Feb. 2018

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 representing each 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
- Up to 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 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 Education 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 decisions made in regards to 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).

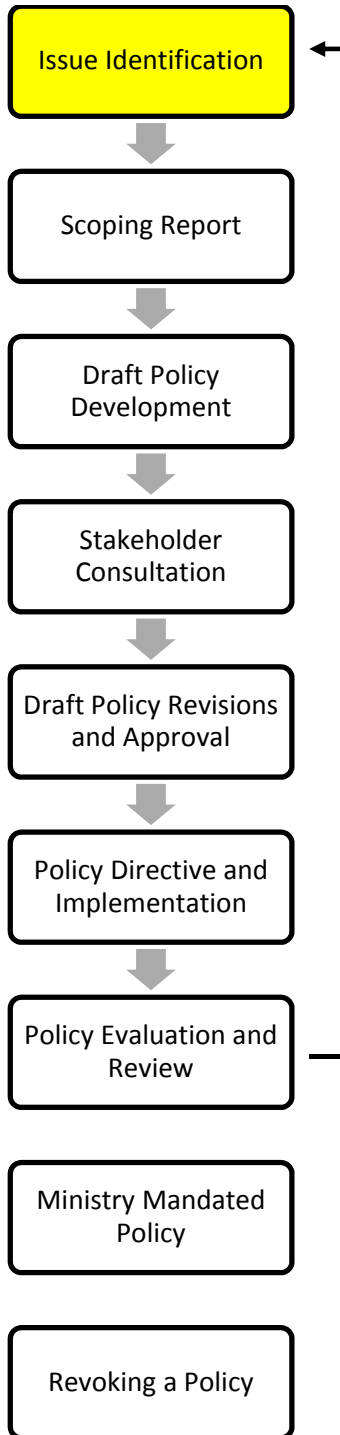
9.0 Resources

- 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.

POLICY COMMITTEE

Title: **Naming/Renaming a School in Whole or in Part**

Pillar Policy: **Engagement**



Recommended Action:

That members of the committee provide staff with direction and recommendations to changes they would like to see made within the Naming/Renaming a School in Whole or in Part Policy.

Background:

At the March 30, 2015 Board meeting, it was recommended that the policy committee review the Naming/Renaming a School in Whole or in Part policy in fall 2015.

At that meeting, the following motion was also passed in regards to a letter submitted by the Hamilton Mountain Heritage Society:

“That the correspondence be referred to the Policy Committee for further consideration when reviewing the Naming/Renaming Policy in the fall of 2015”

Committee members, at the September Policy Committee meeting, had asked staff to return and show each scenario the process could start under and the how the process works.

Staff has also brought forward their thinking on what the process could be under each of the scenarios, for Trustee discussion.

Naming/Renaming a School in Whole

CURRENT Process Used under the following conditions

Process Begins	Examples
New Build	Ancaster Meadow/Tiffany Hills
Closure of two or more schools and consolidation into a new school	Nora Frances Henderson New North Secondary School Beverly Central School Site Greenville/Spencer Valley
Closure of one or more schools and consolidation into an existing school	Cootes Paradise Central Mountain ARC Decisions East Hamilton City ARC Decisions Dundas Valley
New build on an existing site	Guy Brown
School moving due to new build on a new site	Bellmoore Waterdown District High School
Trustee Motion	

45 Day Consultation

- Survey to gather suggested names
- Communicated through:
 - Media Release
 - Posters in affected schools
 - Advertisements in local media
 - Board and school websites

Ad Hoc Committee

- Scrutinize the potential school names submitted through public consultation
- Provide a report to the Standing Committee listing THREE names in alphabetical order

Board of Trustee Decision

- Consider at the Standing Committee, the report of the School Naming Advisory Committee
- Recommend one name to the next regularly scheduled Board Meeting
 - OR
- Refer the report of the School Naming Advisory Committee to administration to reconvene the Naming of Schools Advisory Committee to prepare a revised report.

Naming/Renaming a School in Part

Used under the following conditions

Process Begins	Examples
Recommendation from a Superintendent of Student Achievement, upon Board approval	Cootes Paradise
Recommendation of the Board of Trustees	Cathy Wever RESOLUTION #15-56: That the combined in whole and in part renaming and naming be one committee – March 30, 2015 Board Meeting.

45 Day Consultation

- Survey to gather suggested names
- Communicated through:
 - Media release
 - Posters in affected schools
 - Advertisements in local media
 - Board and school websites

In-School Advisory Committee

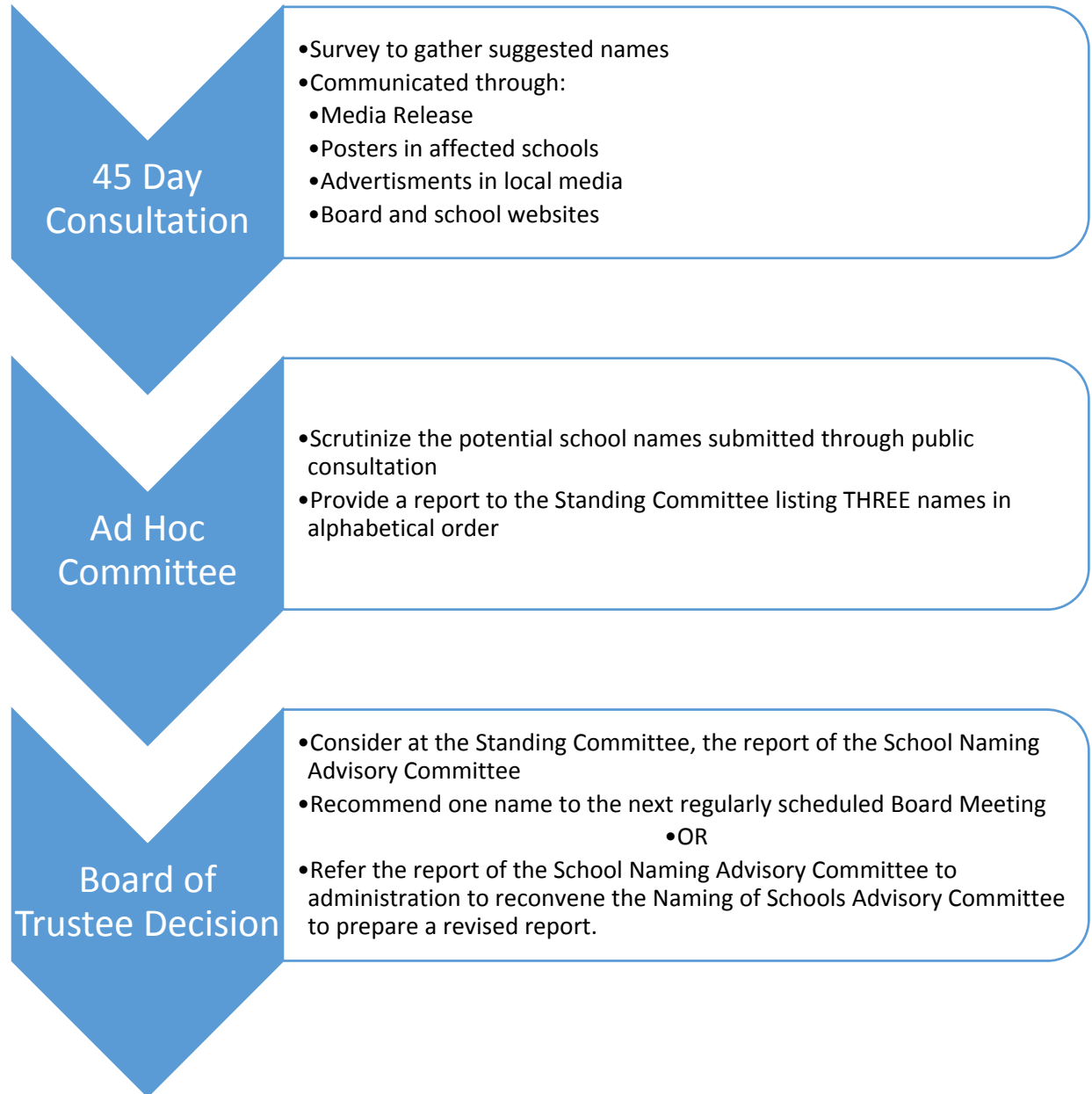
- Scrutinize a potential name for the specified section of the school submitted through public consultation
- Provide a report to the Standing Committee seeking approval of ONE name and the reason for the name or name change

Board of Trustee Decision

- Consider at the Standing Committee, the request for a name or name change for a section of the school and take one of two actions:
 - Recommend the name to the next regularly scheduled Board Meeting
 - OR
 - Refer the request by the In-School Advisory Committee to the Superintendent of Student Achievement to reconvene the In-School Advisory Committee and bring forth another suggested name.

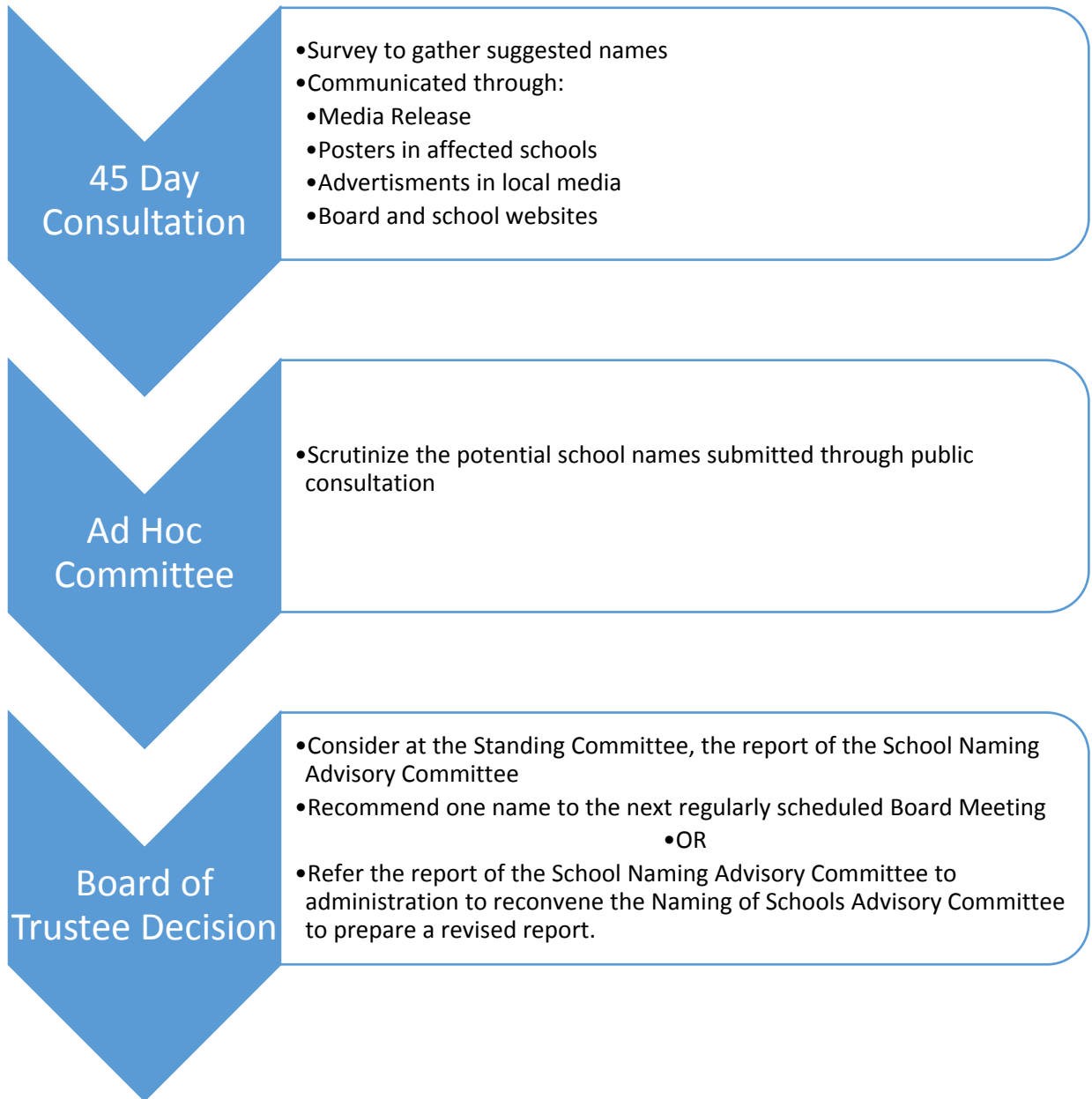
Naming/Renaming a School in Whole

PROPOSED Process for New Build



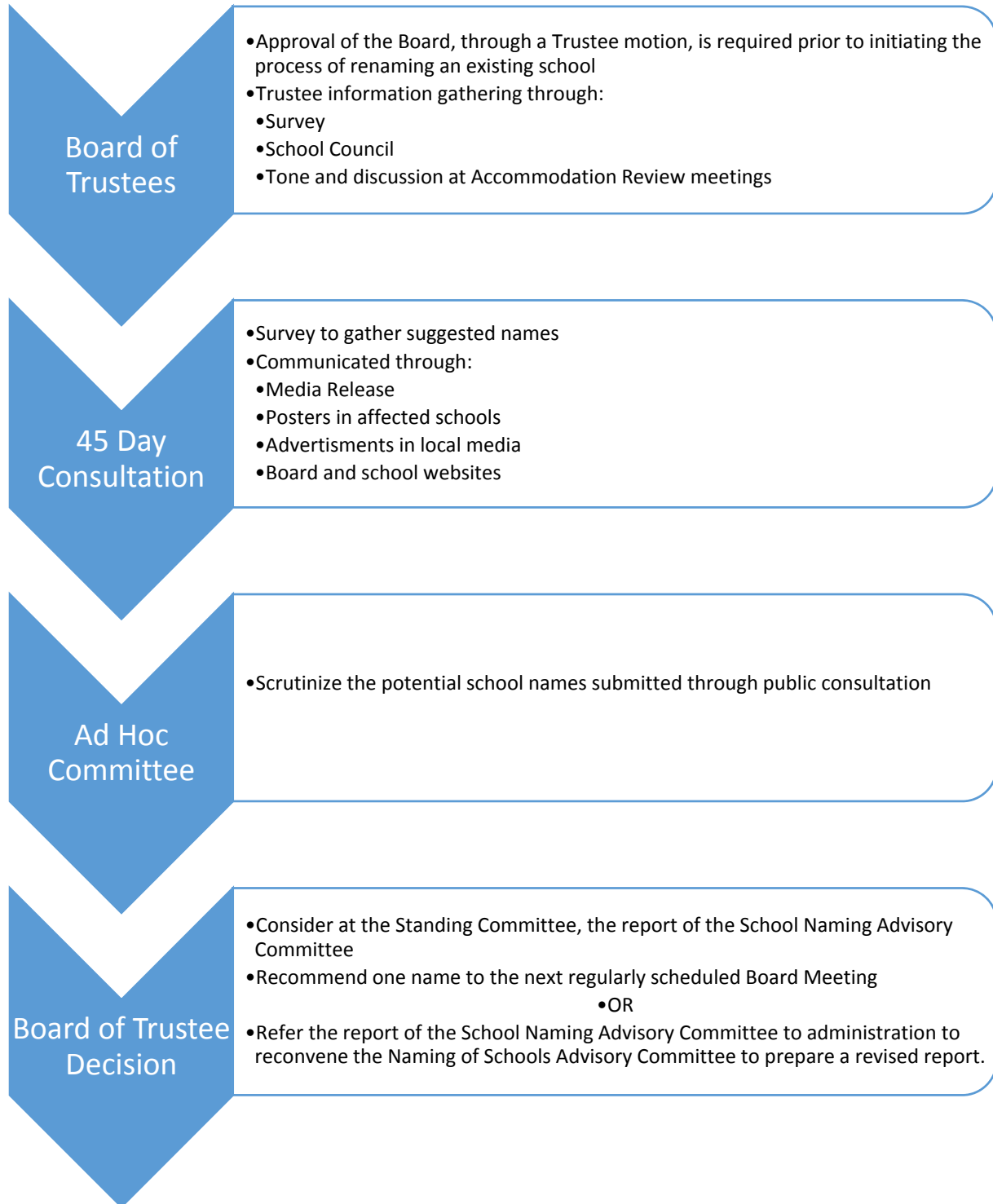
Naming/Renaming a School in Whole

PROPOSED Process for Closure of two or more schools and consolidation into new school



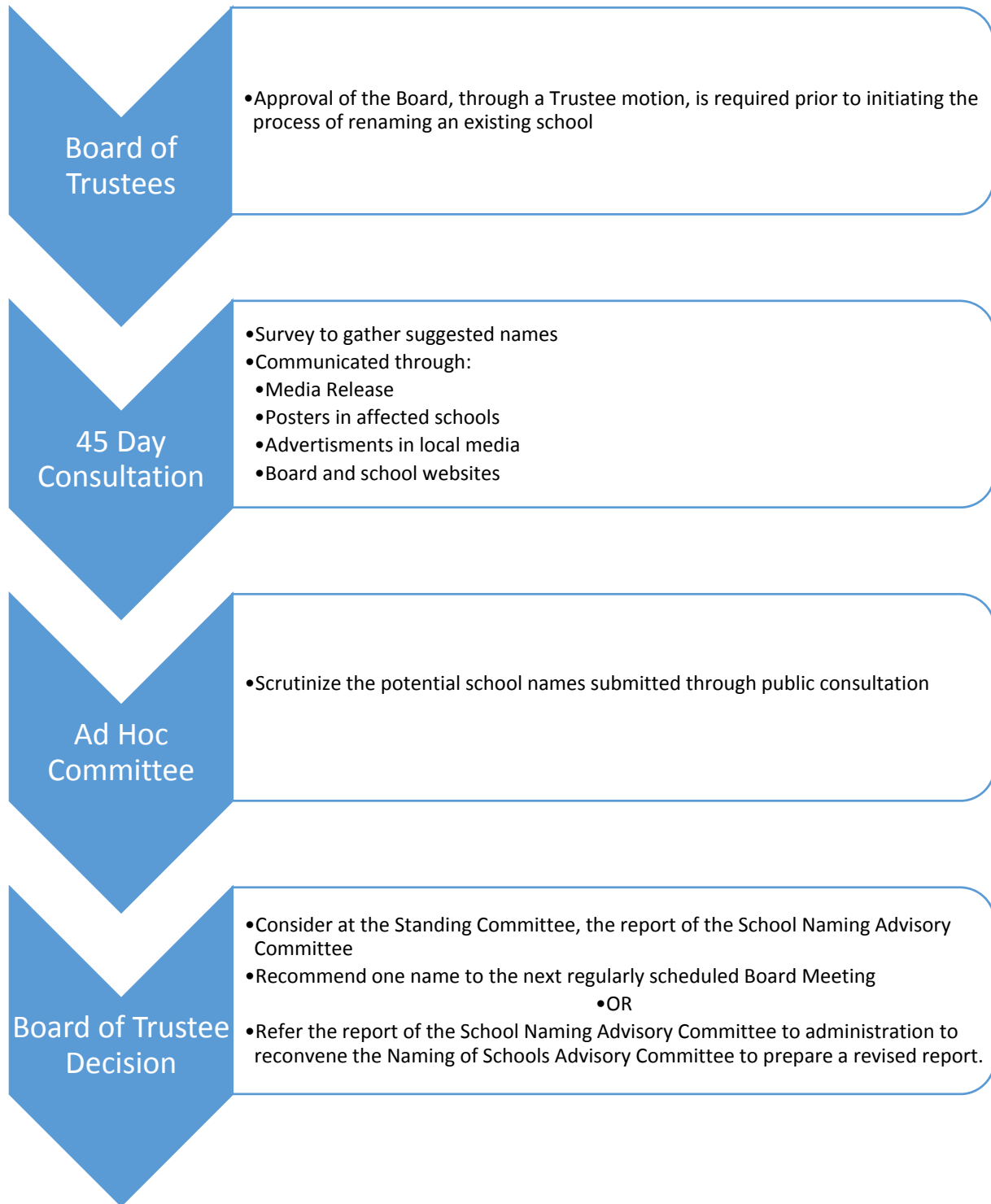
Naming/Renaming a School in Whole

PROPOSED Process for Closure of one or more schools and consolidation into an existing school



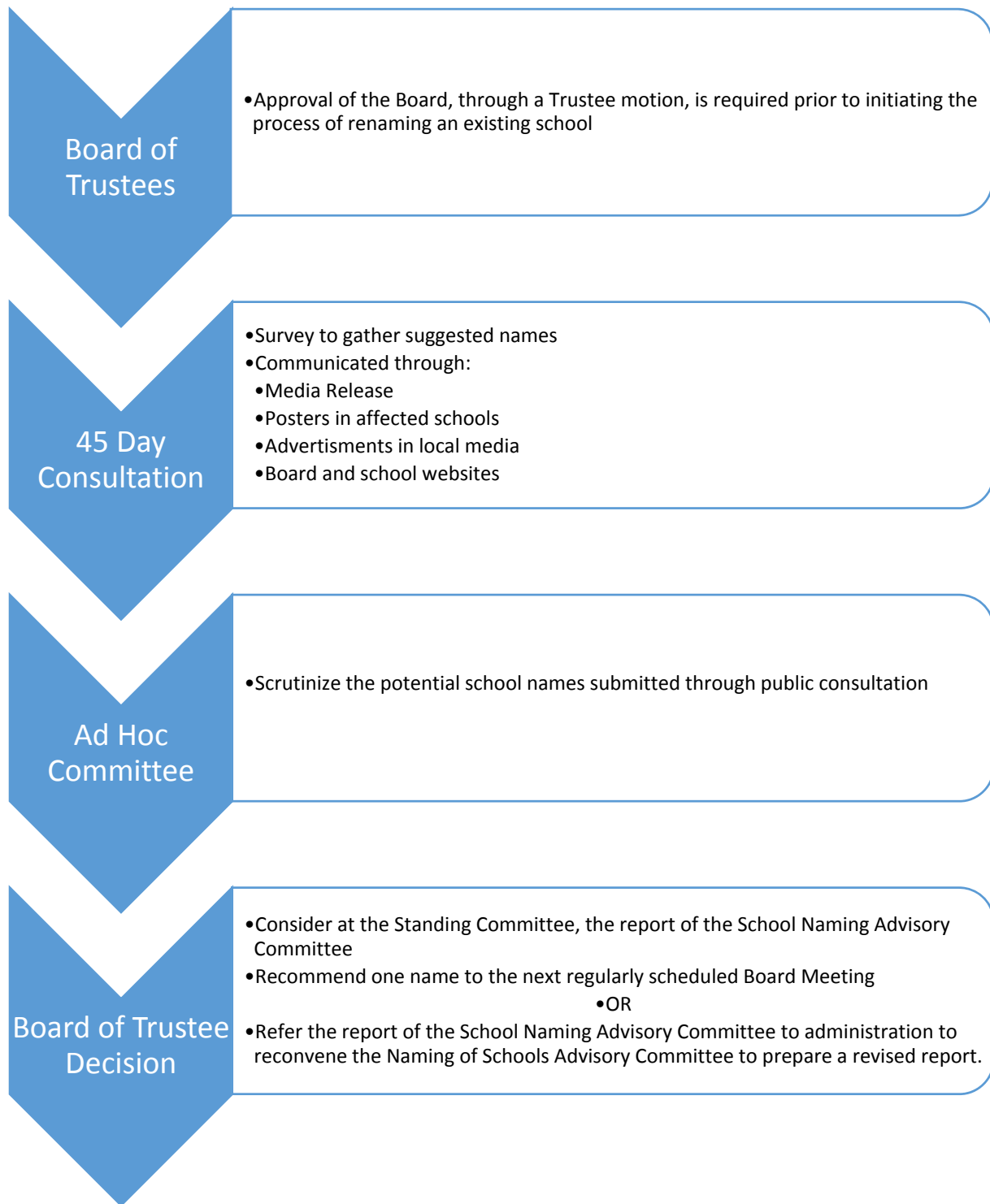
Naming/Renaming a School in Whole

PROPOSED Process for New Build on an Existing Site



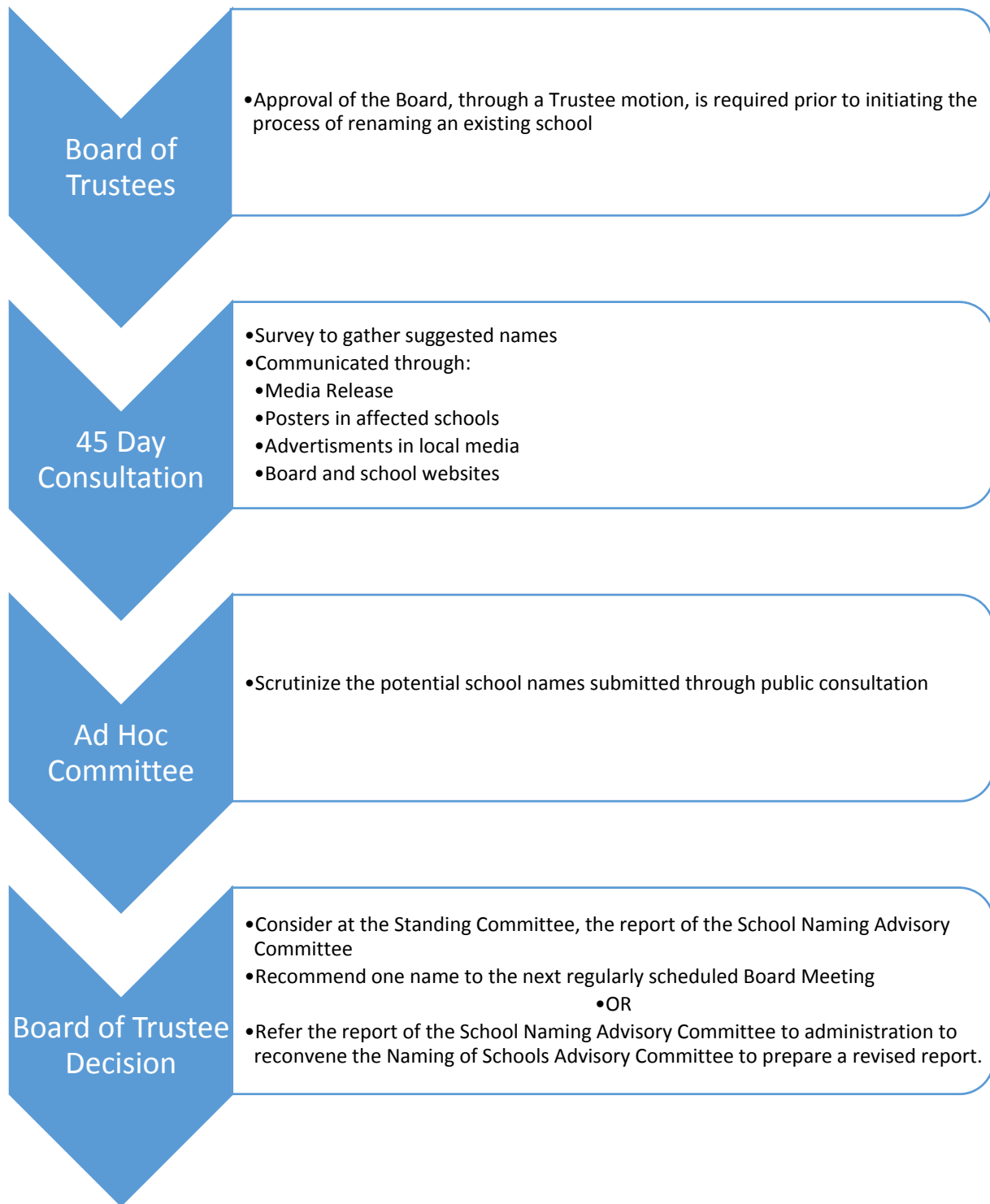
Naming/Renaming a School in Whole

PROPOSED Process for School Moving due to New Build on a New Site



Naming/Renaming a School in Whole

PROPOSED Process for Trustee Initiated School Renaming



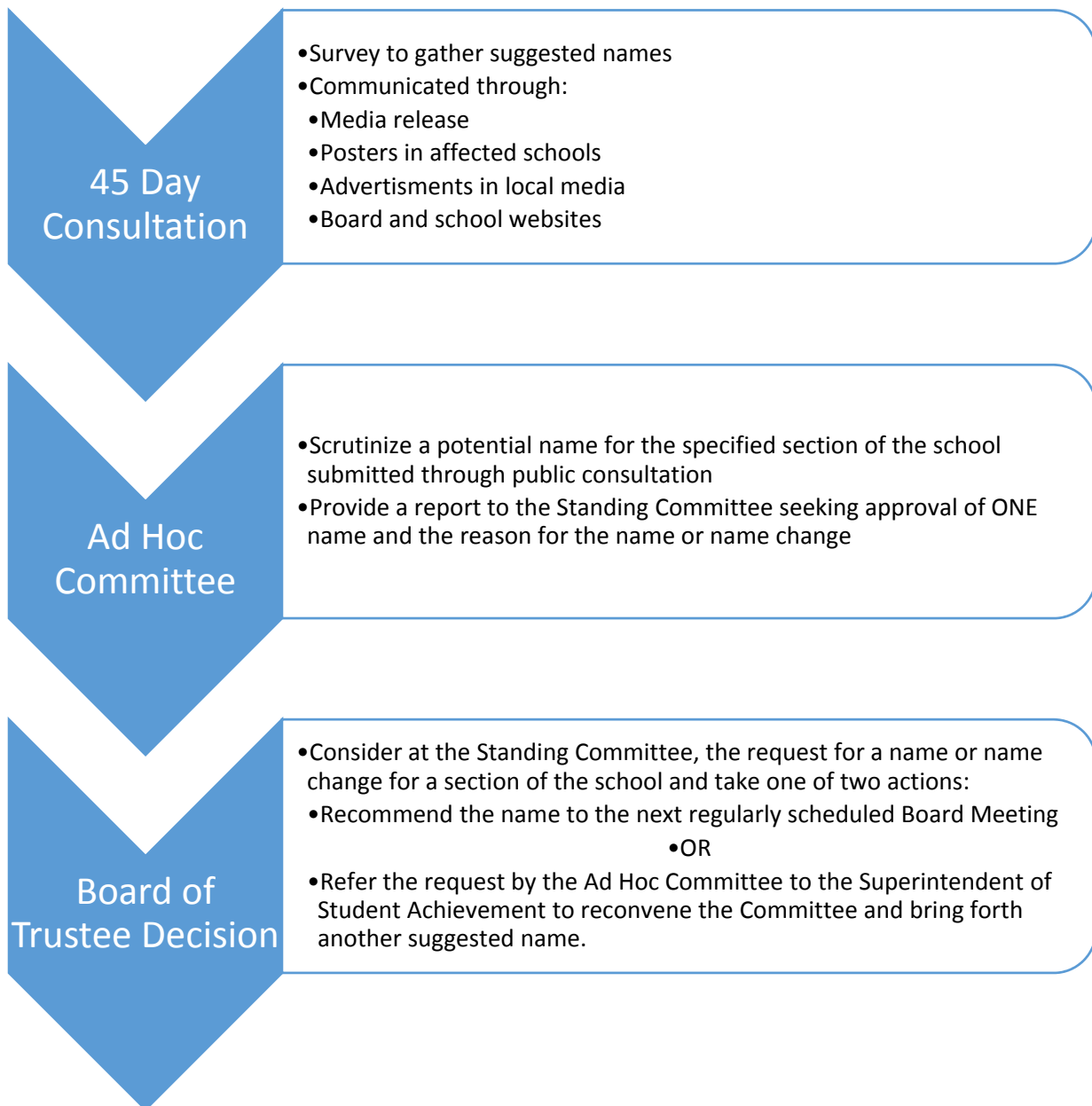
Naming/Renaming a School in Part

PROPOSED renaming a part of the school

To be considered only when:

- consolidating two or more schools; or
- through Trustee Motion

The Naming a School in Whole Committee would undertake this task – no creation of a new committee





Naming/Renaming a School in Whole or in Part

Date Approved: June 2013

Projected Review Date: June 2017

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB), recognizes that naming schools provides a unique opportunity to further develop an identity for the Board, its staff, its schools, its students and its school communities.

GUIDING PRINCIPLES:

Names for schools chosen under this policy shall:

- reflect HWDSB's vision, mission, commitments and community composition
- provide inspiration to students
- have community and district acceptance
- be appropriate for the whole district
- have local community, district, provincial, Canadian or international significance
- address underrepresented groups

INTENDED OUTCOMES:

Through choosing a name for a school, it is expected that the name will:

- have community and district acceptance
- be appropriate for the whole district
- have local community, district, provincial, Canadian, or international significance
- address underrepresented groups

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

District: The areas across the City of Hamilton where HWDSB schools are located.

Underrepresented Groups: Considered groups that are typically underrepresented and underserved within Hamilton and whose voices are often not included in planning or heard on issues. This includes, but is not limited to, youths, seniors, people with disabilities, the socio- economic disadvantaged, immigrants, and racial or ethnic minorities.

Accommodation Decision: May include, but is not limited to, construction of a new school, replacement of a school on its existing site, replacement of a school(s) on a new site, or merging of school communities into an existing school due to a school closure.

ACTION REQUIRED:

The Naming/Renaming a School in Whole process SHALL begin under the following circumstance:

- Following a Board approved accommodation decision; or
- Recommendation of the Board of Trustees

The Naming/Renaming a School in Part process SHALL begin under the following circumstance:

- Recommendation from a Superintendent of Student Achievement, upon Board approval; or
- Recommendation of the Board of Trustees

Trustees will consider at the Standing Committee, a report from the ad hoc committee (Appendix A or B), and will take one of two actions:

1. Recommend one name to the next regularly scheduled Board Meeting;

OR

2. Refer the report of the ad hoc committee to administration, whereby the Superintendent of Student Achievement as co-chair will reconvene the ad hoc committee to prepare a revised report for the earliest possible regularly scheduled meeting of the Standing Committee.

PROGRESS INDICATORS:

Intended Outcome

- Has community and district acceptance
- Is appropriate for the whole district
- Has local community, district, provincial, Canadian, or international significance

Assessment

- Will be assessed through feedback from public consultation
- Will be assessed through feedback from public consultation
- Will be assessed through feedback from public consultation

REFERENCES:

Government Documents

N/A

HWDSB Strategic Directions

Achievement Matters

Engagement Matters

Equity Matters

HWDSB Policies

Public Consultation



Naming/Renaming a School in Whole Directive

Directive for Policy 2.7 Naming/Renaming a School in Whole or in Part

Projected Review Date: June 2017

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that naming schools provides a unique opportunity to further develop an identity for the Board, its schools and its students.

PROCEDURES:

1.0 Consultation

- 1.1 When a name for a school is required, the Board will solicit suggestions for a name from stakeholder groups including, staff, parents, students and community members. The consultation will take place over a 45 day period.
- 1.2 Corporate Communications will issue a media release to all appropriate media outlets to make the community aware that consultation is taking place. The consultation will also be displayed through:
 - Posters throughout the affected school(s);
 - Advertisements in local newspapers; and
 - The Board's website, where dates of meeting will be advertised.
- 1.3 E-BEST will receive and collate all names suggested as a result of the consultation process and forward to Corporate Communications.

2.0 Trustees

- 2.1 Trustees will consider at the Standing Committee, the report of the School Naming Advisory Committee and will take one of two actions:
 1. Recommend the name to the next regularly scheduled Board Meeting;

OR

 2. Refer the report of the School Naming Advisory Committee to administration, whereby the Superintendent of Student Achievement as co-chair will reconvene the Naming of Schools Advisory Committee to prepare a revised report for the earliest possible regularly scheduled meeting of the Standing Committee.



Naming/Renaming a School in Part Directive

Directive for Policy 2.7 Naming/Renaming a School in Whole or in Part

Projected Review Date: June 2017

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that naming schools provides a unique opportunity to further develop an identity for the Board, its schools and its students.

Naming or renaming a section of a school could involve areas such as the library, auditorium, gymnasium, track, or theatre.

Naming or renaming a section of a school should support the Board's mission, vision and values and meet the best interests of the school's students.

The steps outlined in this Directive will begin when administration is approached by a member of the community, with a suggested name for a section of the school.

PROCEDURES:

1. Upon receiving a suggestion to name a section of the school, the Principal of the school will approach the Superintendent of Student Achievement with the request; or
2. The process may begin at the recommendation of the Board of Trustees

1.0 Consultation

- 1.1 When a name for a section of a school is required or offered, the Board will solicit suggestions for a name from stakeholder groups including, staff, parents, students and community members. The consultation will take place over a 45 day period.
- 1.2 Corporate Communications will issue a media release to all appropriate media outlets to make the community aware that consultation is taking place. The consultation will also be displayed through:
 - Posters throughout the affected school(s);
 - Advertisements in local newspapers; and
 - The Board's website.
- 1.3 E-BEST will receive and collate all names suggested as a result of the consultation process and forward to Corporate Communications.

2.0 Trustees

- 2.1 Will consider at the Standing Committee, the request for a name or name change for a section of the school and will take one of two actions:

1. Recommend the name to the next regularly scheduled Board Meeting;

OR

2. Refer the request by the In-School Advisory Committee to the Superintendent of Student Achievement to reconvene the In-School Advisory Committee and bring forth another suggested name.



School Naming/Renaming Advisory Committee Terms of Reference

Terms of Reference for Policy 2.7 Naming/Renaming a School in Whole or in Part

1. Mandate of the School Naming/Renaming Advisory Committee:

- 1.1 The School Naming/Renaming Advisory Committee is to meet and scrutinize the potential school names submitted through public consultation
- 1.2 The committee will review the current names of schools in HWDSB and categorize them according to the criteria/guiding principles within the intended outcomes
- 1.3 The committee will receive and review the suggestions from stakeholders
- 1.4 If the recommendation includes an individual's name, the committee Chair will contact the individual or a representative of the individual whose name is being recommended to ensure their agreement to having his/her name submitted for Board consideration
- 1.5 The committee will provide a report to the Standing Committee listing THREE names in alphabetical order and a summary report from the Evidence-Based Education and Services Team (E-BEST) providing the rationale that reflects the following criteria:
 - Reflect HWDSB's vision, mission, commitments and community composition
 - Have community and district acceptance
 - Be appropriate for the whole district
 - Have local community, district, provincial, Canadian, or International significance
 - Provide inspiration to students
 - Address underrepresented groups as determined by the review of current names of schools in HWDSB

2. Membership of the Advisory Committee

- 2.1 The School Naming/Renaming Advisory Committee should consist of the following persons:

Non-voting members

- Two trustees (the ward trustee of the school, who will act as co-chair of the Advisory Committee; and one other trustee)
- Superintendent of Student Achievement who will act as co-chair of the Advisory Committee
- Manager of Corporate Communications or Designate
- Manager of HWDSB Educational Archives & Heritage Centre

Voting members

- Principal(s) of the affected school(s)
- Two School Council representatives from any school in whole or in part affected by a name change or new school construction
- Two Home and School Association representative, where they may exist.
- Representative from Hamilton Public Library and/or local historical society
- One elementary or secondary teacher (whichever is applicable to the school)
- Two student representatives (grades 7-12)
- Community Representative (neighbourhood association, Business Improvement Area, etc.)

2.2 Adjustments to membership of the School Naming/Renaming Advisory committee may be made at the discretion of administration in order to balance the needs of the community.

3. Operation of the School Naming/Renaming Committee

- 3.1 Quorum, for the purpose of convening an official meeting, shall be defined as the majority of voting members.
- 3.2 The decision making process will be considered and determined by voting members who are present, using the Guiding Principles of the the policy.
- 3.3 The committee will review existing school names
- 3.4 Ideally, the committee will use consensus to decide on three names that fulfill the policy's Guiding Principles. Majority voting will be used if the committee cannot reach consensus.



In-School Advisory Committee Terms of Reference

Terms of Reference for Policy 2.7 Naming/Renaming a School in Whole or in Part

1. Mandate of the In-School Advisory Committee

- 1.1 The In-School Advisory Committee is to meet and scrutinize a potential name for the specified section of the school.
- 1.2 The committee will use the same intended outcomes as outlined in HWDSB's Naming/Renaming a School Policy.
- 1.3 The committee will receive and review the suggestions from stakeholders
- 1.4 If the recommendation includes an individual's name, the committee Chair will contact the individual or a representative of the individual whose name is being recommended to ensure their agreement to having his/her name submitted for Board consideration
- 1.5 The Chair will forward a written request to Trustees for approval of ONE name and the reason for the name or name change.

2. Membership of the Advisory Committee

- 2.1 The In-School Advisory Committee should consist of the following representatives:

Non-voting members

- The Ward Trustee
- Superintendent of Student Achievement

Voting members

- Principal who will act as Chair of the committee
- Two teachers
- Two School Council representatives
- Two Home and School representative, whereas they may exist
- Two student representatives from the school (grades 7-12)
- Two non-teacher representatives

2.2 Adjustments to the membership of the In-School Advisory Committee may be made at the discretion of administration in order to balance the needs of the community.

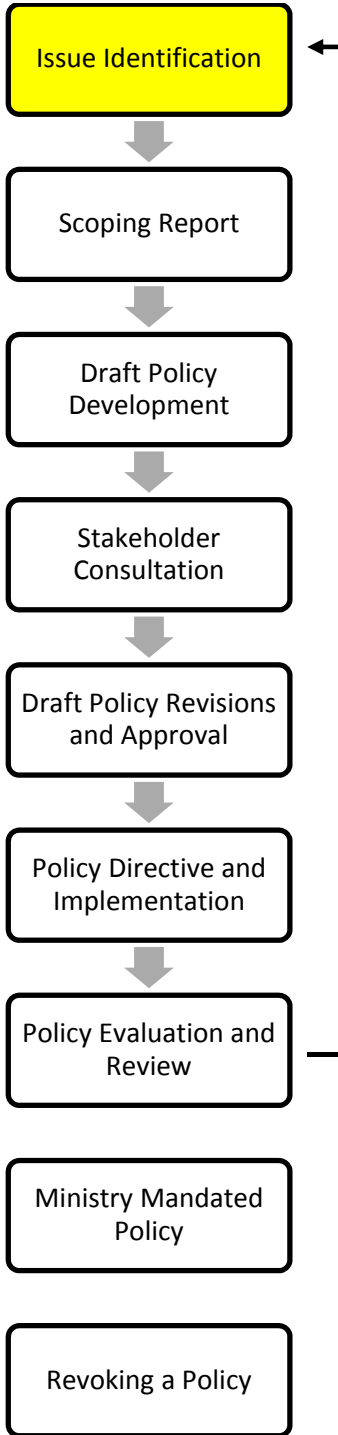
3. Operation of the School Naming/Renaming Committee

- 3.1 Quorum, for the purpose of convening an official meeting, shall be defined as the majority of voting members.
- 3.2 The decision making process will be considered and determined by voting members who are present, using the Guiding Principles of the the policy.
- 3.3 Ideally, the committee will use consensus to decide on three names that fulfill the policy's Guiding Principles. Majority voting will be used if the committee cannot reach consensus.

POLICY COMMITTEE

Title: **Property Disposition**

Pillar Policy: **Finance and Administration**



Recommended Action:

That members of the committee provide staff with direction and recommendations to changes they would like to see made within the Property Disposition Policy.

Background:

The Property Disposition Policy has been requested to come forward to the committee for discussion by the Chair of the Committee.

This request is stemming from a discussion that took place at a Finance and Facilities Committee meeting in the spring.



Property Disposition

Date Approved: Nov. 2013
Projected Review Date: Nov. 2017

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that under section 194(3) of the Education Act, a board that has adopted a resolution that real property is not required for the purposes of the board, may sell, lease or dispose of the surplus property as governed by Ontario Regulation 444/98.

GUIDING PRINCIPLES:

HWDSB recognizes the need to demonstrate:

- Trustee fiduciary responsibility
- Effective public sector governance
- Transparent and timely communication

INTENDED OUTCOMES:

When HWDSB is disposing of entrusted property assets, the board will:

- Be in full compliance with all legislative and regulatory requirements;
- Clearly articulate directions and decisions in a timely fashion to the Preferred Agents as identified in Ontario Regulation 444/98 and the community at large;
- Adhere to the three phases of the property disposition process.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Disposition of Property. relates to an entire school and property; an administrative property; excess land on a piece of school property (on which a school will continue to operate); vacant land; and exchange of lands.

Preferred Agents as identified in Ontario Regulation 444/98: Prescribed Preferred Agents receiving proposals from HWDSB are listed in priority sequence.

- French Language Public District School Board
- English Language Separate District School Board (HWCDSD)
- French Language Separate District School Board
- The Board of a Protestant Separate School
- English Language College (Mohawk College)
- French Language College (College Boreal)
- University (McMaster)
- The Crown in right of Ontario
- Municipality (City of Hamilton)
- The Crown in right of Canada

ACTION REQUIRED:

When proceeding with the disposition of entrusted property assets the Board will adhere to the three phases of the property disposition:

Phase 1 – Public Notification Period

Phase 2 – Circulation to Preferred Agencies

Phase 3 – Sale of Property

The processes in these phases are defined in the Property Disposition Policy Directive and Ontario Regulation 444/98.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Be in full compliance with all legislative and regulatory requirements	Measured through the procedures as outlined within all legislative and regulatory requirements.
Clearly articulate directions and decisions in a timely fashion to the Preferred Agents as identified in Ontario Regulation 444/98 and the community at large.	Measured through method and date of notification.
Adhere to the three phases of the property disposition process.	Measured by the documentation required for each phase of the process.

REFERENCES:

Government Documents

Education Act

Ontario Regulation 444/98

HWDSB Strategic Directions

Achievement Matters

Engagement Matters

Equity Matters

HWDSB Policies

Finance and Administration Pillar
Pupil Accommodation Review

HWDSB Documents

Long-Term Facilities Master Plan



Property Disposition Directive

Directive for Policy 3.12 Property Disposition

Projected Review Date: Nov. 2017

RATIONALE:

In addition to receiving funding from the Ministry of Education, the Board must rely upon the revenue generated from the sale of surplus property as an alternative funding option.

Under section 194(3) of the Education Act, a board that has adopted a resolution that real property is not required for the purposes of the board, may sell, lease or dispose of the surplus property as governed by Ontario Regulation 444/98.

The Hamilton-Wentworth District School Board (HWDSB) recognizes the need to maximize the efficacy of its relationship with the City of Hamilton and the local communities when disposing of surplus property and therefore; as part of the Board's commitment to operate in a professional and responsible manner, the HWDSB's property disposition process is completed in three phases. Phase 1 of the process is unique only to the HWDSB.

The purpose of the Property Disposition Directive is to ensure when the Board is disposing of entrusted property assets that Trustee fiduciary responsibility and effective public sector governance is clearly demonstrated; the Board is in full compliance with all Legislative and Regulatory requirements; directions and decisions are clearly articulated in a timely fashion to the Preferred Agents as identified in Ontario Regulation 444/98 and the Community at large; transparent and timely communication; and the three phases of the property disposition process is adhered to.

TERMINOLOGY:

Disposition of Property: (for this purposes relates to)

- An entire school and property;
- An Administrative property;
- Excess land on a piece of school property (on which a school will continue to operate);
- Vacant land;
- Exchange of Lands.

Preferred Agents as identified in Ontario Regulation 444/98: (Prescribed Preferred Agents receiving proposals from the Hamilton-Wentworth District School Board are listed in priority sequence)

- French Language Public District School Board
- English Language Separate District School Board (HWCDSD)
- French Language Separate District School Board
- The Board of a Protestant Separate School
- English Language College (Mohawk College)
- French Language College (College Boreal)
- University (McMaster)

- The Crown in right of Ontario
- Municipality (City of Hamilton)
- The Crown in right of Canada

Fair Market Value: The most probable price in terms of money which an estate (or interest) in real property should bring in a competitive and open market under conditions requisite to a fair and typical sale between a willing seller and willing buyer, each acting prudently and knowledgeable and assuring the price is not affected by undue stimuli. It is also often referred to as the most probable selling price.

Bona Fide Offer: A bona fide offer is one that is presented in a legal format and will become binding upon the Board's endorsement. A letter of understanding or intent to purchase, a Board or Council motion or any other form of expressed interest to purchase does not satisfy the legislative requirement and must be rejected.

PROCEDURES:

The three phases of the property disposition process is as follows:

Phase 1 - Public Notification Period - (60-day period)

- Subject to receiving Board of Trustees approval to commence Phase 1 of the Property disposition process on properties and facilities that have been identified as being for potential disposition;
- Key communication period is to officially inform all Preferred Agents as listed under Regulation 444/98 and local communities in advance of potential real property disposition;
- Post "Notice of Intent" sign on the property;
- Send Notice of Public Meeting to the Preferred Agencies listed under Regulation 444/98, area residents and post the notice on the Board's web site;
- Administration will hold a Public meeting to inform interested parties of the reason for the disposition, legal requirements under Ontario Regulation 444/98 and the respective roles for the Preferred Agents, the Board's intent for the property, use of the proceeds from the disposition, highest and best use for the property from a planning perspective, emphasize the importance and regulatory requirement of the Board to obtain "fair market value" for the disposition of the property and answer any questions from the interested parties;
- Administration will provide a report to Board detailing the outcome of the public meeting and make recommendations for consideration following the 60-day public notification period;
- The Board retains the right to alter the application of Phase 1 - Public Notification Period of the Property Disposition process.

Phase 2 - Circulation to Preferred Agencies-Ontario Regulation 444/98-(90 day period)

- Following the adoption of a Board resolution declaring property surplus to the Board's needs, Ontario Regulation 444/98 can be engaged;
- The Board shall issue a Proposal to Sell real property to the Preferred Agencies;
- Preferred Agents have 90-days to submit a bona fide offer. No offers can be considered by the Board until the expiry of the 90-day circulation period;
- Bona fide offers to purchase received at the conclusion of the 90-day period must be dealt with in accordance with the regulatory requirements of Ontario Regulation 444/98;
- If no bona fide offers to purchase are received at the conclusion of the 90-day period then the Board must obtain Ministry approval prior to proceeding to Phase 3 and using alternative methods to dispose of surplus property to others;

- The Board is compelled to satisfy all of the conditions of Ontario Regulation 444/98 and has no authority to alter, deviate or change in any way the legislative requirements;
- Refer to Ontario Regulation 444/98 under the Education Act for the legislative requirements.

Phase 3 - Sale of Property - (3 year window from 90-day circulation expiry date)

- If the Board does not receive a bona fide Offer to Purchase through the 90-day circulation period to the Preferred Agencies; and,
- Subject to the Board receiving Ministry approval to dispose of the property to others;
- The Board will be in a position to dispose of the surplus property at "fair market value" as guided by Administrative direction by way of:
 - Public tendering bid process (opening of tenders closed to the public);
 - Receive Offers to Purchase;
 - Publicly advertise and negotiate a sale;
 - Engage a professional Real Estate firm to sell on behalf of the Board;
 - Transact with an individual purchaser (single source purchaser) when dealing with a unique set of land or development circumstances;
- Administration will provide a report to the Board outlining the details of an acceptable Offer with a recommendation for their consideration;
- All property disposition transactions require:
 - Compliance with all provincial and municipal requirements
 - Professional market value assessment
 - Agreements and/or applications to be in a form satisfactory to the Board's solicitor
- Details regarding the sale of Board property is confidential and cannot be released to the public until the sales transaction has closed and title of ownership has been transferred.