Aboriginal Students – Voluntary Self Identification

Admission to Schools

- Procedure A (Admission Exceptions)
- Form A (Admission of Non-Catholics)

Attendance Zones

Catholic School Councils

Catholic School Councils' Coalition Network

Communications with Parents & Guardians

- Appendix A (Communication Guidelines)
- Appendix B (Third Party Speakers & Presentations)

Concussion **[Under Development]**

- Concussion Procedure A – Checklists
- Concussion Form I - Notice of Suspected Concussion
- Concussion Form II - Medical Assessment(s)
- Concussion Form III - Return to School
- Concussion Form IV - Return to Sports
- Concussion Appendices Master Index
  - Appendix A-1 (Awareness Guides & Recognition Tool 5)
  - Appendix A-2 (Concussion Codes of Conduct)
  - Appendix B-1 (Return to School Resources)
  - Appendix B-2 (Return to Sports Strategy)

Corporate Partnerships

- Appendix A (Catholic Education Guidelines)
- Appendix B (Ethical Guidelines Survey)
- Appendix C (Partnership Agreement Form)
- Appendix D (Partnership Evaluation Form)

Digital Citizenship]

Procedure A – Standards

Appendix A (Responsible Use Agreement (Secondary))

Appendix B (Responsible Use Agreement (Elementary))

Appendix C (Bring your own Device (BYOD))

Appendix D (Digital Citizenship Elements Graphic)

Dress Code

Educational Partnerships

Procedure: Protocol

Appendix A (Application)

Appendix B (Agreement)

Appendix C (Catholic Education Guidelines)

Elementary Curriculum Exemption (Family Life Education - Theme 3)

Appendix A (Theme 3 Expectations by Grade)

Appendix B (Exemption Request Form)

Appendix C (Exemption Process Checklist)

Environmental Education & Stewardship

Procedure A: Teaching & Learning

Procedure B: Student Engagement & Community Connections

Procedure C: Environmental Leadership

Equity and Inclusive Education

Procedure: Implementation

Appendix (Religious Accommodation Guideline)

Facility Dog Visits to School

Procedure A - School Principal Checklist

Appendix A (Facility Dog Organization Information)

Appendix B (Handler Responsibilities Agreement)

Appendix C (Sample Staff Email)

Appendix D (Sample Parent Letter)

Appendix E (Parent /Guardian Informed Consent)

Appendix F (Graphic Notice of Facility Dog Visit)

Fees for Learning Materials & Activities

Flag – Flying Canada's Flag

French Immersion Program

Guide Dog / Service Animal

Procedure A – Approval Process Checklist

Appendix A (Accommodation Request)

Appendix B (Medical Information)

Appendix C (Required Documentation)

Appendix D (Guide Dog / Service Animal Assessment)

Healthy Schools Nutritional Environments

Procedure: Implementation

Appendix (Related Information)

Information (Student) - Collection, Use & Disclosure

Procedure A - Guidelines

Procedure B - Security Measures

Appendix A (Student Information Explanation)

Appendix B (Privacy Breach Checklist)

Appendix C (IPC Privacy Breach Report)

Appendix D (Confidentiality Agreement)

Injury at School

Appendix (Accident Report)

Insurance for Students

Living Things in School

Medical Conditions (Students with Anaphylaxis, Asthma, Diabetes & Epilepsy)

Appendix A (Roles and Responsibilities)

Appendix B-1 (Medication Checklist)

Appendix B-2 (Checklist for School Trips)

Appendix C (Medical Incident and Emergency Report)

Appendix D (Visual Information Sheets)

Medical Conditions - Anaphylaxis Plan of Care Appendix

Medical Conditions - Asthma Plan of Care Appendix

Medical Conditions - Diabetes Plan of Care Appendix

Medical Conditions - Epilepsy Plan of Care Appendix

Medication & Health Services

Appendix A (Consent Form)

Appendix B (Pupil Medication Record)

Opening or Closing Exercises

Safe Arrivals

Safe Schools Appendix A – Occurrences requiring Police Response

Safe Schools Appendix B – Reporting Violent Incidents to the MOE

Safe Schools Appendix C – Incident Reporting Form

Safe Schools Appendix D – Suicide Prevention Protocol

Safe Schools Appendix E – Classroom Fire Safety Checklist ***(Under Development)***

Safe Schools – Access to School Premises

Safe Schools – Bullying, Prevention, Intervention & Suicide Prevention Protocol

Safe Schools – Code of Conduct

- Procedure A - Communication & Reporting Checklist
- Appendix A (Board Code of Conduct)
- Appendix B (Enforcement Guidelines)

Safe Schools – Delegation of Authority

Safe Schools – Progressive Discipline (Student)

- Appendix A - Checklist

Safe Schools – Pupil Exclusion

- Procedure A - Pupil Exclusion Appeal
- Appendix A (In-Person Hearing Guidelines)
- Appendix B (Electronic Hearing Guidelines).

Safe Schools – Pupil Expulsion (JK – Grade 3)

- Appendix (Expelled Pupil Program)

Safe Schools – Pupil Expulsion (Grades 4-12)

- Appendix (Expelled Pupil Program)

Safe Schools – Pupil Expulsion Hearing

- Appendix A (In-Person Hearing Guidelines)
- Appendix B (Electronic Hearing Guidelines)

Safe Schools – Pupil Suspension (Grades 4-12)

- Appendix (Suspended Pupil Program)

Safe Schools – Pupil Suspension Appeal

- Appendix A (In-Person Hearing Guidelines)
- Appendix B (Electronic Hearing Guidelines)

Safe Schools – Access to School Premises

Safe Schools – Bullying, Prevention, Intervention & Suicide Prevention Protocol

Safe Schools – Code of Conduct

- Procedure A - Communication & Reporting Checklist
- Appendix A (Board Code of Conduct)
- Appendix B (Enforcement Guidelines)

Safe Schools – Delegation of Authority

Safe Schools – Progressive Discipline (Student)

- Appendix A - Checklist

Safe Schools – Pupil Exclusion

- Procedure A - Pupil Exclusion Appeal
- Appendix A (In-Person Hearing Guidelines)
- Appendix B (Electronic Hearing Guidelines).

Safe Schools – Pupil Expulsion (JK – Grade 3)

- Appendix (Expelled Pupil Program)

Safe Schools – Pupil Expulsion (Grades 4-12)

- Appendix (Expelled Pupil Program)

Safe Schools – Pupil Expulsion Hearing

- Appendix A (In-Person Hearing Guidelines)
- Appendix B (Electronic Hearing Guidelines)

Safe Schools – Pupil Suspension (Grades 4-12)

- Appendix (Suspended Pupil Program)

Safe Schools – Pupil Suspension Appeal

- Appendix A (In-Person Hearing Guidelines)
- Appendix B (Electronic Hearing Guidelines)

Safe Schools – Reporting Child Abuse & Criminal Offences

Appendix A (Possible Signs of Child Abuse)

Appendix B (Responding to Abuse Disclosure)

Appendix C (Reporting to Children's & Family Services)

Form (Family & Children's Services Referral)

Safe Schools – Reporting Sexual Misconduct & Inappropriate Behaviour

Procedure A: Investigate and Respond

Form A: Report to Principal / Supervisor / Superintendent)

Safe Schools – Suicide Prevention **[Under Development]**

Appendix A (Critical Warning Signs)

Appendix B (Initial Response to Student at Risk)

Appendix C (Information to Educator with Student at Risk)

Appendix D (Crisis Support Information)

Appendix E (ASSIST Staff Interventions to Prevent Suicide)

School Generated Funds (formerly Fundraising Activities in Schools)

Procedure A: Checklist

Appendices A – F

School Naming [**Under Development]**

School Trips

Form A (Request for Approval & Checklist - Category A Trips)

Form B (Request for Approval & Checklist - Category B & C Trips)

Form C (Parent Consent – Student under 18)

Form D (Release – Student 18 or older)

Form E (Health & Safety Information – Category B & C Trips)

Special Education

Appendix A (Identification, Placement & Review Committee)

Appendix B (Gifted Program)

Student Exchanges (French – English)

Student Release during School Hours

Transportation – Private Vehicle

Video Surveillance

Procedure A: General Provisions)

Procedure B: Security & Retention of Surveillance Records)

Appendix A (Internal Access Log)

Appendix B (External Access Log)

Appendix C (Confidentiality Agreement)

POLICY: Aboriginal Students – Voluntary Self Identification

Rationale:

Educating the whole person

The Board is an inclusive educational community which shares in the Church's mission to spread the Gospel. Within this mission, we strive to:

- Foster a world view shaped by the Catholic conversation about life's meaning and purpose.
- Nurture the giftedness, self-worth and potential of each individual.
- Reverence the dignity of the whole person. (RCCDSB, Our Vision, 2002).

Fostering this world view, nurturing and reverencing the individual as a whole person requires that we recognize the dignity of each student's ethnic and cultural heritage. This is the richness of our Catholic faith, which when properly taught, upholds what is good, true and noble in every culture. Our model in this task is Jesus: Jesus revealed to the world the infinite mercy and love of God for all peoples through the language and culture of his 1st century Galilean Jewish heritage. In a similar way, Our Lady, as María Tecoatlaxupe drew the aboriginal peoples to her divine Son using the Nahuatl language and Aztec symbols they understood. Her image as Our Lady of Guadalupe reminds us that the Holy Spirit continues to call the Church and those who are part of her evangelizing mission to teach the Good News of Jesus in ways that respect every language and culture, in every age.

A transparent policy

As sharers in this evangelizing mission, we believe that the learning aspirations and potentials of Aboriginal students in our schools can be realized through a policy that:

- is responsive to their needs as whole persons: spiritually, physically, intellectually, emotionally and socially/culturally;
- is transparent and accountable;
- focuses on improved programs and services; and
- builds on strong partnerships with Aboriginal parents and their communities.

Fostering optimal student achievement among Aboriginal students will require that we begin by collecting and aggregating data related to their test scores and performance. This will help us determine whether programs currently delivered offer opportunities for success consistent with those available to other students. Continued data collection and analysis will be invaluable in providing information for future decision-making surrounding Aboriginal student success.

Persons Affected by Policy:

Aboriginal students and their families.

Organizational Authority:

The Board

Regulation

1. General Policy Statements:

a) It is the policy of the Board to provide programs which respond to particular needs of all students experiencing gaps in their education.

b) The provincial Aboriginal education strategy reflects this design and is a means for improving achievement among Aboriginal students within our school system.

c) The availability of Board and school level data on Aboriginal student achievement is critical for supporting the learning needs of First Nations, Metis and Inuit students, and this information informs the development, implementation and evaluation of programs and activities reflective of the *Ontario First Nations, Metis, and Inuit Education Policy Framework (2007)*.

d) All Aboriginal students and their parents have the right to voluntarily self-identify so that they may receive programming which nourishes them academically in a manner which makes links to their cultural heritage. The first measure in providing this kind of programming is to identify, collect and aggregate student achievement data for Aboriginal students.

2. Framework Goals:

The Board has established the following goals for Aboriginal students within its jurisdiction:

- to provide high quality learning opportunities that are responsive, flexible, and accessible to the learner;
- to continue to set high academic expectations for learner achievement in a Catholic faith based learning environment which honours their cultural heritage;
- to foster improved EQAO test scores for Aboriginal students;
- to foster improved retention rates among Aboriginal students;
- to foster increased graduation rates among Aboriginal students;
- to ensure that learners are well-prepared for post-secondary studies, the world of work, and responsible citizenship as disciples of Christ; and
- to promote effective, respectful working relationships and partnerships with Aboriginal parents and the general Aboriginal community.

3. Guiding Principles:

This policy will evolve as the Board seeks to improve academic achievement and program delivery for Aboriginal students. The following principles will continue to guide the implementation and future refinement of this policy:

- Reverence for students as whole persons;
- Responsiveness to learner and community needs and expectations;
- Transparency;
- Inclusiveness;
- Innovation;
- Centred on the learner;
- Equity;
- Collaboration;
- Respect for individual privacy and dignity;
- Results-oriented programming;
- Honouring cultural diversity; and
- Contribution to the knowledge base through data collection and research.

4. Security Protocol:

a) All data will be securely stored to respect privacy. Data will be used only as a means to enhance Aboriginal education programs within the Board.

b) Data will be treated in the same manner as the Ontario Student Records (OSR) and governed by the Municipal Freedom of Information and Protection of Privacy Act.

c) Individual data will not be communicated. The information gathered will be used in the aggregate (i.e., for statistical reference) only and solely for the purpose of developing and implementing supportive programs.

5. Evaluation:

a) The policy will be reviewed annually, in dialogue with the Aboriginal communities, for its effectiveness and need for continuation.

b) The data collected as a result of this policy will be reviewed on an annual basis and the results reported to the appropriate committee of the Board, to the Renfrew County Catholic District School Board, as well as the representative(s) of the Aboriginal communities.

Definition

Aboriginal identification refers to the definition in the Constitution Act 1982, Section 35(2), in that "Aboriginal peoples include "Indian, Métis and Inuit".

While one of the guiding principles of the *Policy Framework* is the respect for Constitutional and Treaty Rights, voluntary self-identification is not an admission of recognition of Aboriginal rights or entitlements as per Section 35 of the Constitution Act, 1982.

POLICY: Admissions to Schools

I. Purpose of Policy

The Admission Policy of the Renfrew County Catholic District School Board is based on:

- the school support status of the parents or guardians,
- their acceptance of the special characteristics of Catholic education,
- their desire for their children to grow in a sense of values and faith, and
- their commitment to uphold the Catholic character of the school.

II. Policy Statement

1. Requirements for Admission to Catholic Elementary School

The Renfrew County Catholic District School Board shall admit age appropriate students to the geographically appropriate elementary school if either the student or at least one of the parents/guardians is:

- a baptized Roman Catholic or a member of an Eastern Rite Catholic Church in union with the Holy See of Rome, and
- is a separate school supporter of the Renfrew County Catholic District School Board.

2. Elementary School Enrolment

a) Junior Kindergarten Enrolment:
A child who has attained a minimum of four (4) years of age on or before December 31 in any given year and who meets the requirements of the *Education Act* for admission to a Catholic school under the jurisdiction of the Board, shall be admitted to a Junior Kindergarten class operated by the Board in September of the year in which he or she attains the age of four (4) years.

b) Senior Kindergarten Enrolment:
A child who has attained a minimum of five (5) years of age on or before December 31 in any given year and who meets the requirements of the *Education Act* for admission to a Catholic school under the jurisdiction of the Board, shall be admitted to a Senior Kindergarten class operated by the Board in September of the year in which he or she attains the age of five (5) years.

c) Grade One Enrolment:
A child who has attained a minimum of six (6) years of age on or before December 31 in any given year and who meets the requirements of the *Education Act* for admission to a Catholic school under the jurisdiction of the Board, shall be admitted to a Grade One class operated by the Board in September of the year in which he or she attains the age of six (6) years.

d) Enrolment in Other Elementary School Grades:
A child who has attained a minimum of six (6) years of age on or before December 31 in any given year and who meets the requirements of the *Education Act* for admission to a Catholic school under the jurisdiction of the Board, shall be admitted to the elementary Grade appropriate class operated by the Board.

3. General Requirements for Admission to Catholic Secondary School

a) Right to Attend:
Subject to the *Education Act* and subject to Policies regarding transportation and school boundaries, any secondary school-aged student within the Board's jurisdiction may choose to attend a Renfrew County Catholic District School Board secondary school. (*Education Act*, s. 42)

b) Catholic Character and Culture:
All secondary school aged students and their parent(s)/guardian(s) must accept and recognize the distinctive Catholic character and culture that pervades the Catholic secondary school community and must be willing to support its purpose, goals and expectations.

c) Registration Form:
The parent/guardian shall complete the Student Registration Form.

4. Exceptions to the Requirements for Admission to Catholic Elementary School

Procedure A to this Policy sets out circumstances where exceptions may be made to the Requirements for Admission to a Catholic Elementary School.

III. Definitions

A Renfrew County Catholic District School Board ***elementary school*** means a school in which instruction is given from Junior Kindergarten to either Grade 7 or Grade 8.

Secondary school means a school in which instruction is given in some or all of the last two years of the intermediate division and the senior division. The two Renfrew County Catholic District School Board secondary schools are Bishop Smith Catholic High School (Pembroke) and St. Joseph Catholic High School (Renfrew).

Separate school supporter means an English-language Roman Catholic board supporter.

IV. Related Information

Procedures and Appendices for this Policy

PROCEDURE A: Admission Exceptions
FORM A: Admission of Non-Catholics

Legislation

Education Act

PROCEDURE A: Admission Exceptions

I. Overview / Procedure Description

Procedure A sets out exceptions to the requirements for admission to Catholic Elementary School.

II. Areas of Responsibility

1. Superintendent of Education

A Superintendent of Education may make exceptions to the Requirements for Admission to Catholic Elementary School.

III. Procedure Steps / Checklist

1. Requirements for Admission to Catholic Elementary School

The Renfrew County Catholic District School Board shall admit age appropriate students to the geographically appropriate elementary school if either the student or at least one of the parents/guardians is:

- a baptized Roman Catholic or a member of an Eastern Rite Catholic Church in union with the Holy See of Rome, and
- is a separate school supporter of the Renfrew County Catholic District School Board.

2. Listing of Exceptions to the Requirements for Admission to Catholic Elementary School

Provided there is adequate space a Superintendent of Education may make exceptions to the Requirements for Admission to Catholic Elementary School under any of the following circumstances:

a) the parent/guardian has enrolled in the Becoming Catholic through the Rite of Christian Initiation for Adults (RCIA) Program; or the student is enrolled in the Rite of Christian Initiation for Children (RCIC) Program; (Catechumens who do not successfully complete the RCIA/RCIC program, as established by the parish, and are not brought into the Catholic faith, shall not be re-admitted to any Renfrew County Catholic District School Board elementary school the following September.)
b) the child has been previously enrolled in a Catholic or Christian school;
c) the child is a sibling of a student who is already in attendance in an elementary school of the Renfrew County Catholic District School Board;

d) the parents/guardians desire a faith-based Catholic education for their child.

3. Request and Commitment

If a student is to be enrolled based on any of the above exceptions the parent/guardian must complete and sign Form A (Admission of Non-Catholics). Form A includes:

a) a written request setting out the parent/guardian's rationale for wanting their child to be educated in a Catholic elementary school, and
b) a commitment to have their child respect and fully participate in all aspects of Catholic school life subject to Catholic Church regulations governing the reception and celebration of the sacraments.

IV. Definitions

A Renfrew County Catholic District School Board ***elementary school*** means a school in which instruction is given from Junior Kindergarten to either Grade 7 or Grade 8.

The ***Rite of Christian Initiation for Adults/Children (RCIA/RCIC)*** program is offered by the Roman Catholic Church through parishes of the diocese, to those adults seeking to enter the Roman Catholic Church. The Church welcomes the candidates and provides pastoral formation in preparation for Baptism, First Eucharist and Confirmation at the Easter Vigil. For children to be involved in the RCIC program, the catechetical age is seven (7).

Secondary school means a school in which instruction is given in some or all of the last two years of the intermediate division and the senior division. The two Renfrew County Catholic District School Board secondary schools are Bishop Smith Catholic High School (Pembroke) and St. Joseph Catholic High School (Renfrew).

Separate school supporter means an English-language Roman Catholic board supporter.

FORM A: Admission of Non-Catholics

Student Name	**Grade Level in September**	**Student DOB**
Prior School Name	**Prior School Address**	**Prior School Phone**

	Parent / Guardian	**Parent / Guardian**
Name		
Street Address		
City, Postal Code		
Main Phone No. / Other No.		
Email Address		

Parent / Guardian Application

I , _____, *hereby request permission to register my child at*
Parent Name

_____
Name of Elementary School (Address)

Admission to a Catholic Elementary School within the jurisdiction of the Board will be considered subject to an understanding and acceptance by the applicant of the ***Catholic character of the school***. The applicant must understand that the school by its very nature is ***Christ centred***, that all programs are taught in the context of Gospel values, and the teachings of the Catholic Church, and that ***Catholicity permeates the entire curriculum and climate*** and is not confined only to the Religion program.

- I agree to demonstrate respect and support for the ***Catholic tradition and values***.
- I further agree to have my child ***participate in and receive the religious instruction*** provided at the school including Religious and Family Life Education and all aspects of Catholic liturgical life of the school subject to Catholic Church regulations governing the reception and celebration of the sacraments.
- I agree that this request is motivated primarily by the ***desire for an education within a Catholic environment.***
- I accept the Board policies regarding Catholic School Community Councils.
- I attest that I have provided accurate information.
- I have read and understand the Admission to School Policy and Procedure A (Exceptions). I agree to abide by the information contained therein. _____ (Please initial.)

On the next page I have briefly set out my rationale for my child to be educated in a Catholic elementary school.

Parent / Guardian Rationale for Child to be Educated in a Catholic elementary school

Parent / Guardian Signature		**Date**	
Parent / Guardian Signature		**Date**	
Principal Signature		**Date**	

Superintendent Approval for Child to be Educated in a Catholic elementary school

I approve the admission of this pupil to a Catholic elementary school in the jurisdiction of the Renfrew County Catholic District School Board.

Superintendent Signature		**Date**	

NOTE: The child may be admitted once it has been determined that space is available, but the child should not be enrolled in the classroom register until the approval from the Superintendent has been issued and received by the School Principal.

FILE: OSR (original) / Superintendent (copy)

POLICY: Attendance Zones

Rationale:
For each school, there shall be a designated attendance zone.

Personnel Affected by Policy:
Pupils

Organizational:
The Board

Regulations:
1. A pupil shall attend the school which services the zone in which the pupil resides.

2. At the written request of a parent or guardian, there may be an exception to the foregoing Regulation 1 subject to the following conditions:
   - *a)* there is a plausible reason for an exception;
   - *b)* there is no additional expenditure for transportation;
   - *c)* in the opinion of the Principal and of the Supervisory Officer, there is room in the school and in the class in which a pupil would be enrolled as a consequence of an exception.

3. A pupil for whom an exception to a School Attendance one has been requested by a parent, shall not be admitted to the "Out of Zone School" until the request has been submitted in writing and reviewed and approved by the Manager of Admissions, Assessment and Transportation, in consultation with the Principal and appropriate Superintendent.

4. There may be an exception to the foregoing Regulation 1 to place a pupil in a special education program or a regular program which is expected to be more appropriate for the pupil.

POLICY: Catholic School Councils

Rationale:

It is the belief of the Renfrew County Catholic District School Board that the total educational enterprise is enhanced through active involvement of the home, parish and community in the life of the school.

Through this partnership, Catholic schools give witness to the belief that education is a shared responsibility in which the gifts, talents, knowledge, expertise and resources of the entire community are used to improve the quality of teaching and learning and the growth and development of the students as caring members of the community and society.

To assist in realizing the goals of the Renfrew County Catholic District School Board, it shall be the policy of the Board that each school shall establish and maintain a Catholic Community School Council.

Personnel Affected by Policy:

Pupils, School Staff, Parents, the School Board and the Community

Organizational Authority:

The Board

Purpose:

The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the educational system to parents.

A school council's primary means of achieving its purpose is by making recommendations in accordance with the Education Act Ontario Regulation 612/00 (School Councils and Parent Involvement Committees) to the principal of the school and the board that established the council.

Regulations and Procedures:

1. GOALS

1.1 To develop and sustain Catholic community schools empowered as communities of faith.

1.2 To develop and sustain consultative and communicative processes that:

- foster and assist parent involvement in their children's learning;
- ensure working links with the parish and other organizational bodies in the church;
- develop other partnerships with other sectors of the community;
- inform key stakeholders within the Catholic educational system;
- solicit stakeholder recommendations on all important issues;
- raise the profile of the Catholic school system in the community.

1.3 To develop and sustain organizational structures that are effective and efficient in fostering community participation throughout the organization.

1.4 To develop and sustain the value of knowledge, skills and the contribution of the community to students learning.

2. **MANDATE OF THE CATHOLIC COMMUNITY SCHOOL COUNCIL**

Within the Vision Statement, Goals and Policies of the Board and the Statutes of Ontario, the Catholic Community School Council will work in co-operation with the school staff, parents, the School Board and the community in the following way.

2.1 Provide advice to the principal and staff on any school matter as they pertain to school initiatives, policies, organization, management and activities included in Section 19 Subsection (1) of Ontario Regulation 612/00 School Councils.

2.2 Section 19 Subsection (1) does not limit the matters on which a board may solicit the views of school councils.

2.3 A school council may make recommendations to the principal of the school or to the board that established the council on any matter.

2.4 A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council.

3. **DUTIES OF BOARD TO RESPOND**

The board that established a school council shall consider each recommendation made to the board by the council and shall advise the council of the action taken in response to the recommendation.

4. **CONSULTATION WITH PARENTS**

A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council.

5. **ANNUAL REPORT**

5.1 Every school council shall annually submit a written report on its activities to the principal of the school and to the Board.

5.2 If the school council engages in fundraising activities, the annual report shall include a report on those activities.

5.3 The principal shall, on behalf of the council, give a copy of the report to every parent of a pupil enrolled at the school at the time the report is made.

6. **MEMBERSHIP**

6.1 The Catholic School must be a community whose aim is the transmission of Catholic values based upon a faith relationship with Christ. Faith is principally assimilated through contact with people whose daily lives bear witness to it; therefore, persons who freely accept positions on the Catholic Community School Councils are expected to:

a) respect the distinctive Catholic mission of the schools and to give their active support to it;
b) reveal the Catholic message not only in word but also by behaviour; and
c) contribute to the consolidation of Catholic schools as, “meeting places for those who wish to express Christian values in education”.

6.2 The composition of School Councils will be flexible so that they can reflect their communities. As minimum requirements, every school council shall have:

a) the principal
b) one teacher who is employed at the school (other than the principal)
c) one person who is employed at the school (other than any teacher or principal)
d) in a school with one or more secondary school grades:
    i) one student enrolled in the school who is appointed by the student council, if the school has a student council, or
    ii) one pupil in the school who is elected in accordance with section 3 (1) (5) of Ontario Regulation 612/00 School Councils.
e) in the case where a school does not have secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if after consulting other members of the school council, that the council should include a pupil.
f) one community representative appointed by other members of the council.
g) one person appointed by an association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education, if the association that is a member is established in respect of the school.

6.3 6.31 If the school council has a by-law that specifies the number of parent members, the number shall be the number specified in the by-law.

6.32 If the school does not have a by-law that specifies the number of parent members, the number will be specified by the board that established the council.

6.4 A school council may specify by by-law that the council shall include two or more community representatives, appointed by other members of the council.

6.5 Parent members will form the majority of the members of school council. Parent members will be elected to school council following the protocol outlined in Ontario Regulation 612/00 (School Councils and Parent Involvement Committees) Section 4 and 5.

7. OFFICERS

7.1 A school council shall have a chair or, if by-laws of the council provide, two co-chairs.

7.2 A chair or co-chair must be a parent member of the council, and shall be elected by members of the council.

7.3 A person employed by the Board cannot be the chair or co-chair.

7.4 A school council may have such other officers as are provided for in the by-laws of the council.

7.5 Vacancies of officers in a school council shall be filled in accordance with the by-laws of the council.

8. TERM OF OFFICE

8.1 A person elected or appointed as a member of a school council holds office from the later of,

a) the date he or she is elected or appointed; and
b) the date of the first meeting of the school council after the elections held under section 6.5 in the next school year,

until the date of the first meeting of the school council after the elections held under section 6.5 in the next school year.

8.2 A member of school council may be re-elected or reappointed, unless otherwise provided by the by-laws of the council.

9. REMUNERATION

9.1 A person shall not receive any remuneration for serving as a member or officer of a school council.

9.2 The board that established a school council will reimburse members and/or officers for travel expense only, if necessary, to meetings requested by the board.

9.3 All other incidental expenses i.e., paper, stamps, Association Fees will be paid by the council's respective school.

POLICY: Catholic School Councils' Coalition Network

Rationale:

It is the policy of the Renfrew County Catholic District School Board to have a Coalition of School Councils Network; advisory in nature and governed by the Policies and Regulations of the Board.

Personnel Affected by Policy:

Trustees, Director of Education, School Councils, and Principals

Organizational Authority:

The Board

Regulations:

The purpose of the Coalition of School Councils Network (CSCN) is to facilitate and foster a strong relationship between School Councils. Through the CSCN, concerns and issues can be brought to the Board, providing a strong level of communication between School Councils and Board Administrators.

The Coalition of School Councils Network is intended to create a forum for the exchange of information and dialogue between and among the School Councils and the Board on issues that fall within the areas of responsibility outlined in the Board's Policy and Ministry of Education Policy, Memorandum 122.

1. **MEMBERSHIP**

Each School Council in each Family of Schools shall nominate a representative to be a member of the Coalition of School Councils Network.

2. **MEETINGS**

2.1 Regional Family of Schools

In early Fall, the Chair of the School Council of the largest elementary school in the Family of Schools shall be responsible for calling the initial meeting and developing the agenda of the regional meeting in consultation with the other Chairs. A Chairperson for the Family of Schools meeting shall be elected by the other members at the inaugural meeting each year and shall chair the subsequent meetings. A Principal will be nominated by the Principals in the Family of Schools to act as a resource to the Regional CSCN on a rotational basis.

The Regional CSCN shall establish a schedule of meetings for the year. Minutes of these meetings shall be circulated to all School Councils in each Family of Schools and to the Board through the Director of Education.

2.2 Central Meetings with the Board

(i) There shall be a minimum of 2 meetings each school year between the Coalition of School Councils Network and the Board during the months of November and April; the dates to be listed in the Board's calendar of meetings published each September. The meeting will be scheduled in a central location.

(ii) Attendance at these meetings shall be open to all members of the Coalition of School Councils Network, Trustees, Principals, and Board resource staff.

(iii) The Director of Education will consult with the Chairs of the Family of Schools Network to prepare and circulate the agenda and to call the meeting. The meeting will be chaired by the Chair of the Board.

(iv) The minutes of the meeting will be circulated to all School Councils.

(v) Recommendations to the Board shall be directed to the appropriate committee for review. Board decisions on recommendations from the CSCN will be communicated to the School Councils through their respective Chairs and Principals.

(vi) The Chairs of the Family of Schools Network shall be the contact persons with the Board through the Director of Education or designate.

POLICY: Communications with Parents & Guardians

I. Purpose of Policy

Under section 8 (1) (27.3) of the *Education Act* the Minister of Education has the power to require school boards to comply with policies and guidelines governing boards' communications with parents.

Under the above power the Minister of Education issued the (6-Jun-2024) PPM 170 - School Board Communications with Parents and the (13-May-2024) related memoranda which has resulted in this policy.

II. Policy Statement

1. Appendix A – Communication Guidelines

Appendix A sets out:

- the elements of an educational partnership,
- parent communication rights and responsibilities,
- levels of parent communication,
- expected timelines for responses to parent inquiries.

School boards are required to post their communications protocol (Appendix A) on their public website and must make parents aware of the protocol and how to access it upon registration of a new pupil and at the start of each school year (PPM 170, p. 6).

2. Appendix B – Third Party Speakers and Presentations

Appendix B sets out a checklist and a Notice Template.

III. Definitions

guardian means a person who has lawful custody of a child, other than the parent of the child *(Education Act*, s. 1 (1))

IV. Related Information

Appendices for this Policy

APPENDIX A: Communication Guidelines
APPENDIX B: Third Party Speakers and Presentations

Ministry of Education

(6-Jun-2024) PPM 170 - School Board Communications with Parents.

(13-May-2024) Memoranda dealing with Guest Speakers and Presentations in Classrooms.

APPENDIX A: Communication Guidelines

Parents play a ***vital role*** in education.

When parents are ***engaged and involved***, everyone – students, parents and families, teachers, schools, and communities – benefits, and our schools become increasingly rich and positive places to teach, learn, and grow. (MOE. 2010. *Parents in Partnership – a parent engagement policy for Ontario schools*. p. 5)

ELEMENTS OF AN EDUCATIONAL PARTNERSHIP

Education is a ***partnership*** between parents, students, educators and the school community.

- ☐ Parents provide ***information*** which might affect their student's education.
- ☐ Educators keep parents informed as to their ***student's progress*** by means of parent teacher meetings, provincial report cards and other communications.
- ☐ Educators keep parents informed as to ***what is happening in the classroom / school*** including school events, class projects, reporting periods and other relevant matters.
- ☐ Parents will be informed if ***something is wrong***.
- ☐ All members of the school community will treat one another with ***dignity and respect***, both in person and online, especially when there is disagreement or difference.

The ***school community*** includes students, parents, school / board staff, school bus drivers, volunteers, community groups and other members of the broader school community.

PARENT RIGHTS AND RESPONSIBILITIES

- ☐ Parents will be informed if ***something is wrong***.
- ☐ Parents have the right to schedule a ***classroom visit*** through the classroom teacher.
- ☐ All members of the school community will treat one another with ***dignity and respect***, both in person and online, especially when there is disagreement or difference.

LEVELS OF COMMUNICATION

Parent / Teacher Communications

Parent should contact their student's classroom teacher for the following matters.

- ☐ Information and/or concerns about their student's learning.
- ☐ Minor disciplinary incidents.
- ☐ Minor bullying incidents.

Parent / Principal & VP Communications

Parents should contact the School Principal or Vice-Principal for the following matters.

- ☐ If the matter or concern has not been resolved at the classroom level.
- ☐ More serious disciplinary incidents.
- ☐ Major bullying incidents.
- ☐ Serious breaches of the Board Code of Conduct.

Parent / Superintendent Communications

Parents should contact the applicable Superintendent of Schools for the following matters.

- ☐ If the matter or concern has not been resolved at the classroom level and the Principal /Vice Principal level.
- ☐ More serious disciplinary incidents not handled at a lower level.
- ☐ Major bullying incidents not handled at a lower level.
- ☐ Serious breaches of the Board Code of Conduct not handled at a lower level.

EXPECTED TIMELINES FOR RESPONSES TO PARENT INQUIRIES

- ☐ Unless prevented by unexpected circumstances, educators shall acknowledge a parent inquiry within ***two (2) business days***.
- ☐ Educators shall use their best efforts to provide an estimated date of response, if a parent inquiry cannot be fully addressed within ***five (5) business days***.

APPENDIX B: Third Party Speakers and Presentations

School Events Requiring Notice

☐ Event takes place during the school day.

☐ Speaker / presentation is by a third party / third party organization.

☐ Event is organized by a school, a department, a teacher or other staff member, school council, or a student group.

☐ All students in a school or students in multiple classrooms are involved.

Required Event Notice to Parents & Guardians

☐ Notice to be provided at least ***fourteen (14) calendar days*** prior to the event.

☐ ***Change***s to a notice of a planned event will be provided to parents and guardians as soon as final arrangements are confirmed, if unable to meet the 14 day requirement.

☐ Notice to be provided through existing ***Board / School communication tools***.

NOTICE

Event Time, Date, Location (date / time may be omitted for student / staff safety reasons):

_____

Names of Third-Party Speakers / Presenters / Organization: _____

_____

_____

Event title, topic / focus: _____

_____

_____

Curriculum connection, purpose of activity: _____

_____

Handout materials, give-aways, or literature: _____

_____

_____

POLICY: Concussions

Rationale

The Renfrew County Catholic District School Board is committed to promoting awareness of safety in schools and recognizes that the health and safety of students are essential preconditions for effective learning. Research demonstrates that a concussion can have a significant impact on a student – cognitively, physically, emotionally, and socially. It is very important to students' long-term health and academic success that individuals in schools have information on appropriate strategies to minimize risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide students' return to learning and physical activity after a diagnosed concussion.

The Ontario Physical and Health Education Association has released a concussion protocol as part of the Ontario Physical Education Safety Guidelines (available Ontario Physical Education Safety Guidelines). The protocol, which is based on current research evidence and knowledge, contains information on concussion prevention, symptoms and signs of a concussion, initial response procedures for a suspected concussion, and management procedures for a diagnosed concussion, including a plan to help a student return to learning and to physical activity. The Renfrew County catholic District School Board and the Ministry of Education considers the concussion protocol outlined in the Ontario Physical Education Safety Guidelines to be the minimum standard. (PPM 158, p. 2)

Personnel Affected by Policy:

Principals, Teachers, Educational Assistants, Early Childhood Educators, Noon-Hour Supervisors, Volunteers/Coaches

Organizational Authority:

Director of Education, Supervisory Officers and Principals

Definitions

Concussion is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner. The definition of *concussion* given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Education Safety Guidelines.

A concussion:

- Is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g. depression, irritability), and/or related to sleep *(e.g., drowsiness, difficulty in falling asleep);
- May be caused either by a direct blow to the head, face or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- Can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness);
- Cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

It should also be noted that injuries that result from a concussion may lead to "second impact syndrome", which is a rare condition that causes rapid and severe brain swelling and often catastrophic results, if an individual suffers a second concussion before he or she is free from symptoms sustained from the first concussion. Since concussions can only be diagnosed by a medical doctor or a nurse practitioner, educators, school staff, or volunteers cannot make the diagnosis of concussion.

Regulations:

1. **Development of Awareness Strategies**

1.1 The board will develop a variety of communication pieces, including pamphlets, inserts for school agendas, phys.ed. class orientation and safety training, pre-extra-curricular orientation and training, and web-site links, to promote concussion awareness.

1.2 Where possible, connections to the curriculum will be made, particularly in health and physical education.

1.3 Communication to Third Parties (Community Groups and Day Care Providers). All board and OPHEA materials related to concussion awareness will be made available to RCCDSB partners and facility users.

2. **Prevention**

2.1 The Renfrew County Catholic District School Board will follow OPHEA recommended strategies for preventing concussions.

3. **Identification, Initial Management and Safe Removal of Suspected Concussions**

3.1 . It is important to note that students with a suspected concussion will not be permitted to continue in any learning or physical activities until the parent/guardian communicates the result of a medical examination. The Renfrew County Catholic District School Board will follow OPHEA procedures for the identification, initial concussion assessment strategies, safe removal of a possible concussion and follow-up steps. These procedures and related appendices can be located at:

3.1.1 **Elementary Procedures**
Elementary - Curricular
Elementary – Interschool
Elementary – Intramural

3.1.2 Secondary Procedures
Secondary - Curricular
Secondary - Interschool
Secondary – Intramural

4. **Management Procedures for a Diagnosed Concussion**

4.1 Students with a diagnosed concussion will need to follow a medically supervised, individualized and gradual Return to Learn/return to Physical Activity Plan and must be symptom free prior to returning to regular activities. Procedures are identified in Appendix C-1 in the resources identified in section 3 above.

5. **Training**

5.1 The Renfrew County Catholic District School Board will provide training on this new policy annually to affected staff and volunteers.

6. **Implementation**

6.1 This policy will come into effect September 1, 2014 and be fully implemented by January 30th, 2015.

7. **Review and Reporting**

7.1 The policy, OPHEA procedures and relevant RCCDSB data will be reviewed annually.

POLICY: Corporate Partnerships

Rationale for Policy:

The Renfrew County Catholic District School Board supports mutually beneficial partnerships in education with individuals, parish and community groups, business, industry, and government that are consistent with the Board's philosophy, Vision Statement and Catholic social teaching.

Personnel Affected by Policy:

Pupils, teachers, principals, supervisory officers, trustees and school council members.

Organizational Authority:

The Board, Supervisory Officers, Principals

Regulations

1. ***Definitions***

1.1 **"Donation"** is support offered by a community group or business, in cash or equivalent, to a school or to the system that may or may not involve a public statement of appreciation or recognition. For income tax purposes, a donation to a registered charity is defined as a voluntary transfer of property (usually cash) without expectation of return.

1.2 **"Sponsorship"** is financial support or the equivalent offered by a community group or a business to a school or to the system that includes an agreement to give public recognition and/or preferential and/or exclusive treatment to the sponsor.

1.3 **"Agreements"** will vary in nature depending on the situation. Normally, in exchange for access to schools or the Board for referrals, advertising or sales, the sponsor agrees to provide the school or system with goods or services at a preferential rate or at no cost to the Board.

1.4 **"Partnerships" (Educational)**
Partnerships in Education are mutually supportive agreements between a school (class/grade/academic area/secondary school/school or school board) and a large or small business, post secondary institution, government department or community agency that:

* encourage learning and growth in both employees and learners, and enrich the educational environment by tapping human resources available in the community.

* are based on a mutually beneficial relationship that is designed to enhance learning for students and other learners. (i.e., students, employers, parents, communities, labour and government organizations)

1.5 **Commercialization**
Commercialization is the use of students as a captive audience for corporate promotion. Commercialization also refers to the use of students, during school hours, in the promotion of a product.

In this situation students have no recourse and are obliged to be present due to the provincial legislation or board/school procedure or policy.

Guidelines:

1. The Renfrew County Catholic District School Board supports the implementation of partnerships between the Board and/or schools and the community.

2. Partnerships in education shall be consistent with the Board's Vision Statement and current Board policies and procedures which are on the Board web page.

3. The involvement of community based organizations, businesses, industry and/or government shall be reviewed to ensure that all partnerships are formed according to the principles of Catholic social teaching as set out in **Appendix A** – Guidelines for Partnerships in Catholic Education.

4. Partnerships in education shall be formalized through written agreements, stating clearly the conditions and benefits to the parties and signed by the Director of Education or designate, and the partner(s).

5. The school, teacher, and student participation in the partnership must be voluntary.

6. A partnership is mutually beneficial to both parties, therefore each party has the same rights as the other.

7. Corporate partners do not receive product promotion and free labour as a result of their participation in the education activity. The partnership must be directly beneficial to the improvement of education in the classroom, and its potential to contribute to strengthening school community partnerships.

8. The expectations of each partner shall be defined clearly before the partnership program is implemented.

9. Corporations which conduct business ventures internationally, operate subsidiaries, have affiliates or utilize contractors shall conduct business only in countries which comply with the Ontario Charter of Human Rights.

Criteria:

All potential partnerships shall meet the following criteria:

1. Partnerships must be faithful to the Principles of Catholic social teaching and comply with Guidelines for Partnerships in Catholic Education as set out in **Appendix A.**

2. The partnership must be directly beneficial to the improvement of education in the classroom and its potential to contribute to strengthening school community partnerships.

3. Partnerships shall not exploit students. The use of "captive students for the commercialization of a product or service" is prohibited.

4. The use of corporate logo by a sponsoring company, without any direct promotion to the students, is considered reasonable. The discrete use of logos can be considered as a symbol of recognition and thank-you without inundation or dominance of corporate advertising.

5. Board employees are not permitted to receive a personal gift, donation or discount from any donor, supplier or partner who provides goods, services and programs to the Board except as provided for by the Gifts Policy (Human Resources Category).

Procedures:

1. When a potential partner becomes interested in a partnership, school administration must be informed. School administration will then communicate with the appropriate Superintendent.

2. a) The potential partner shall be given the Guidelines for Partnerships in Catholic Education (**Appendix A**).
   b) Both Partners will meet to complete the required forms: the Ethical Guidelines Survey **(Appendix B)** and the Partnership Agreement. **(Appendix C).**

3. a) Upon receipt by the Principal, the Ethical Guidelines Survey **(Appendix B)** must be attached to the Partnership Agreement **(Appendix C)** and forwarded to the appropriate Superintendent.
   b) The Superintendent may decide to enlist the services of the Kairos Centre, 211 Bronson Avenue, Ottawa, Ontario K1R 6H5 (Sr. Marlene Kelly) to research the partner's background prior to final approval.

4. Implementation will take place at the school under the authority of the Principal.

5. The Partnership Evaluation **(Appendix D)** should be completed by the School and Partner at the end of the school year. This report is to be sent to the appropriate Superintendent, the Principal, and the Partner. Part of the evaluation should include a decision to continue or terminate the partnership.

6. Each partnership should be reviewed annually.

Related Information

Procedures / Forms for this Policy

Appendix A: Guidelines for Partnerships in Catholic Education
Appendix B: Ethical Guidelines Survey
Appendix C: Partnership Agreement
Appendix D: Partnership Evaluation

Related Board Policies (Human Resources Category)

POLICY: Gifts (Employees, Trustees & Non Employees)

APPENDIX A: Guidelines for Partnerships in Catholic Education
(Institute of Catholic Education (ICE) – January 9, 2002)

Catholic Identity:

1. Catholic Schools and school boards enter many forms of partnership with a variety of groups. The groups with whom partnerships are struck include:
    a) Parishes,
    b) Non-profit organizations,
    c) Community groups
    d) Municipalities,
    e) Commercial enterprises, and
    f) Government agencies.

2. The partnerships can general be classified as:
    a) **Educational**, that is, to provide learning experiences for students, or
    b) **Commercial**, that is, to procure goods or services required by the educational system.

3. In entering such partnerships, schools and boards are asked to apply the following principles appropriately, with due diligence and with application to all operations, in Canada or abroad, of the potential partner:
    a) The basic tenets of Catholic social teaching, namely, the dignity of the human person, human rights and responsibilities, the common good, solidarity, subsidiary, the preferential option for the poor, respect for life and the value and dignity of human work must all be respected.
    b) With regard to the application of these principles boards are requested to look at other models available in the Catholic community, involve other Catholic groups and their diocesan bishop.
    c) The goal of all partnerships shall be to enhance the quality and effectiveness of education for learners with financial aspects secondary. No partnership should detract from the educational purpose of the school or subvert equality of educational opportunity or other major goals of publicly funded education.
    d) No arrangement shall ever place students in the situation of being a captive audience, subjected to advertising in an educational setting or being intellectually or financially exploited.
    e) Student and staff participation with groups from the voluntary and non-governmental sector or with commercial enterprises must be voluntary and, in the case of a minor, with parental consent.
    f) Partnerships should complement the educational program but not be a substitute for obligations of the school, the school board or the Ministry of Education.
    g) Any commercial partnership or agreement will be entered into through a tendering (or equivalent) process that is publicly transparent to all members of the community
    h) In an educational partnership with a commercial enterprise, there should be a clear understanding that the purpose is the education of students with no promotion of brand names or products.
    i) The Catholic Graduate Expectations on which the Catholic curriculum is based will not be modified to meet the needs of potential partners.
    j) Governance of the schools will remain firmly and clearly with the trustees and administrators of the board and all agreements will follow board policy.
    k) There shall be a clear statement of the nature and intent of the partnership with appropriate means of disengagement through a memorandum of agreement signed by both (or all) parties

APPENDIX B: Ethical Guidelines Survey

Ethical Guidelines for Corporate Partnerships

Ethical Guideline	Organization			School		
	YES	NO	MAYBE	YES	NO	MAYBE
Does your programme enhance the quality and relevance of education for learners?						
Does this programme mutually benefit all partners?						
Does this programme treat fairly and equitably all those served by the partnership?						
Are opportunities provided for all partners to meet their shared social responsibilities towards education?						
Are appropriate forms of recognition used to acknowledge and celebrate each partner's contributions?						
Does this programme ensure consistency with the ethics and core values of all partners?						
Is your programme based on clearly defined expectations of all partners?						
Is this programme based on shared or aligned objectives that support the goals of the partner organizations?						
Have resources been allocated to complement and not replace public funding for education?						
Does your programme measure and evaluate partnership performance to make informed decisions that ensure continuous improvement?						
Is the programme developed and structured in consultation with all partners?						
Does this programme recognize and respect each partner's expertise?						
Are there clearly defined roles and responsibilities for all partners?						
Does your programme involve individual participants on a voluntary basis?						

NAME OF PARTICIPATING ORGANIZATION: _____

Please Share Your Mission Statement With Us:

Are you aware:

- that the Renfrew County Catholic District School Board provides students with an education based on the teachings of Jesus Christ and Catholic social teaching?
- that Catholic social teachings promote the dignity of the human person?
- that Catholic social teachings promote the dignity of labour over the maximization of profit?

Are you willing:

to support these educational priorities in your partnership with us?

Yes No

_____ _____
Name of Contact (*please print)* Position *(please print)*

_____ _____
Signature Date

APPENDIX C: Partnership Agreement

[Note: This form must be completed for any Partnership and is to be forwarded to the Appropriate Superintendent of Schools]

School: _____ Date: _____

BETWEEN
Renfrew County Catholic District School Board

AND

_____
(Name of Participating Organization)

Contact: _____

Position: _____

Address: _____

Phone: _____

E-Mail: _____

Expectations / Outcomes of Partnership:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Description of Activity:

Documentation Package Completed:

Guidelines for Partnerships in Catholic Education (Appendix A)
Ethical Survey (Appendix B)
Partnership Agreement Form (Appendix C)

Review Date: _____
Expiry Date: _____

Recommendation:

_____ Date: _____
Signature of Partner

_____ Date: _____
Signature of Teacher

_____ Date: _____
Signature of Principal

_____ Date: _____
Signature of Superintendent

_____ Date: _____
Signature of Director of Education, R.C.C.D.S.B.

Copies to:
R.C.C.D.S.B. appropriate Superintendent;
Partner; School Principal, Director

APPENDIX D: Partnership Evaluation

Partnership Information
School _____
Participating Organization_____
Organization Contact _____ Telephone _____
Review Date (as per Partnership Agreement Form)_____
Form Completed by (name)_____

The information provided below reflects the views of the: School Participating Organization

Activity Outcomes
Indicate your Desired Activity Outcomes for this reporting period in the boxed areas below. Refer to the desired outcomes you provided in your **Partnership Agreement Form**. Indicate with a circle whether you are Exceeding, Meeting or Not Meeting these outcomes.

Desired Outcome:	**Desired Outcome:**	**Desired Outcome:**
Exceeding Meeting Not Meeting	*Exceeding Meeting Not Meeting*	*Exceeding Meeting Not Meeting*

Please respond to the following items as they pertain to your partnership by circling the most appropriate answer

FACTOR I: STUDENT INVOLVEMENT IN ACTIVITY	**FACTOR II: SCHOOL INVOLVEMENT IN ACTIVITY**
1. Students are encouraged to participate. *Exceeding Meeting Not Meeting* 2. Students feel comfortable and safe participating in the activity. *Exceeding Meeting Not Meeting*	1. The school administration recognized the importance of the activity. *Exceeding Meeting Not Meeting* 2. A variety of school departments participate in the activity. *Exceeding Meeting Not Meeting*
FACTOR III: INVOLVEMENT OF PARTNER ORGANIZATION	**FACTORY IV: COMMUNICATION AND PROMOTION**
1. Our partner organization is committed to the success of the activity. *Exceeding Meeting Not Meeting* 2. They are directly involved in improving the activity. *Exceeding Meeting Not Meeting*	1. Communication between the school and the community partner is open and frequent. *Exceeding Meeting Not Meeting* 2. Efforts are made to promote the activity, via newsletters, parent nights, displays, etc. *Exceeding Meeting Not Meeting*

FACTOR V: RECOGNITION

1. Activity participants are recognized for their achievements.
Exceeding *Meeting* *Not Meeting*

2. Participants appear satisfied that their efforts are being duly recognized.
Exceeding *Meeting* *Not Meeting*

ETHICAL GUIDELINES FOR CORPORATE PARTNERSHIPS

Ethical Guideline	**Organization**			**School**		
	YES	**NO**	**MAYBE**	**YES**	**NO**	**MAYBE**
Does your programme enhance the quality and relevance of education for learners?						
Does this programme mutually benefit all partners?						
Does this programme treat fairly and equitably all those served by the partnership?						
Are opportunities provided for all partners to meet their shared social responsibilities towards education?						
Are appropriate forms of recognition used to acknowledge and celebrate each partner's contributions?						
Does this programme ensure consistency with the ethics and core values of all partners?						
Is your programme based on clearly defined expectations of all partners?						
Is this programme based on shared or aligned objectives that support the goals of the partner organizations?						
Have resources been allocated to complement and not replace public funding for education?						
Does your programme measure and evaluate partnership performance to make informed decisions that ensure continuous improvement?						
Is the programme developed and structured in consultation with all partners?						
Does this programme recognize and respect each partner's expertise?						
Are there clearly defined roles and responsibilities for all partners?						
Does your programme involve individual participants on a voluntary basis?						

INVOLVEMENT IN ACTIVITY FOR YEAR TWO

Expectations / Outcomes of Partnership for Year Two:

Description of Activity For Year Two:

AFFIRMATION

_____ **Date:** _____
Signature of Partner

_____ **Date:** _____
Signature of Teacher

_____ **Date:** _____
Signature of Principal

POLICY: Digital Citizenship

I. Purpose of Policy

The Board recognizes the importance of educating students to be digital citizens.

As ***digital citizens,*** students:

- recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and
- engage in safe, legal and ethical behaviours. *[ISTE Standards for Students, s. 1.2]*

II. Policy Statement

1. Digital Citizenship Guiding Principles and Foundational Elements

RESPECT (Yourself and Others):

- *Digital Etiquette* – electronic standards of conduct.
- *Digital Access* – equitable access to technology and on-line resources.
- *Digital Law* – legal responsibility for electronic actions and deeds.

EDUCATE (Yourself and Others):

- *Digital Communications* – communication by any electronic medium.
- *Digital Literacy* – teaching and learning about the use of technology.
- *Digital Commerce* – electronic buying and selling of goods and services.

PROTECT (Yourself and Others):

- *Digital Rights and Responsibilities* – privileges, freedoms and expectations in a digital society.
- *Digital Health and Welfare* – digital physical and psychological well being.
- *Digital Security and Privacy* – online electronic safety precautions.

[The Digital Citizenship Handbook for School Leaders (pp. 36-38)]

(See Appendix D for a graphical representation.)

2. Two Additional Areas of Digital Citizenship

a) Bring your own device (BYOD) - students bring their own devices to the classroom.

b) Cloud computing – storage and management of data on remote servers.

[*Digital Citizenship Education in Saskatchewan Schools*, pp. 28 & 30]

3. Digital Citizen Standards

Procedure A sets out the ISTE Digital Citizenship Standards for students, teachers and education leaders.

4. Agreements

a) Responsible Use - Secondary (Appendix A):
All secondary students and their parent (for a student under 18) shall sign the Responsible Use Agreement prior to the student's use of the Board network, technology and equipment.

b) Responsible Use - Elementary (Appendix B):
Older elementary students and their parent shall sign the Responsible Use Agreement prior to the student's use of the Board network, technology and equipment.

Elementary teachers of younger elementary students shall use the Responsible Use Agreement as a part of the digital citizenship curriculum.

c) Bring Your Own Device – BYOD (Appendix C):
Appendix C sets out the Board's requirements for students bringing and using their own device(s) (BYOD) to access and use the Board's technology resources as part of their education.

5. Ownership / Control of Board Digital Technology Resources

The Board ***has ownership and/or control*** of all digital technology resources which it has purchased, licensed or provided access to through the Board network, applications or websites.

6. Board Review of Data, Applications, Material or Other Resources

The Board reserves the right to review, access, monitor, delete or otherwise deal with ***any data, applications, material or other resources*** stored or transmitted on the Board's system without further notice.

III. Definitions

GENERAL

Cloud computing refers to the use of remote servers across the Internet (not school board servers) to store, manage and process data.

Cyber-bullying is the act of engaging in bullying behaviors through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications.

Social networking is enabled through a website that lets users communicate among social groups through text, photos, video and audio and includes such sites as Facebook, Google+, Twitter and LinkedIn.

Web 2.0 or Educational Web 2.0 refers to sites that use the Internet for sharing content, communications and collaboration with a focus on educational value for learners and other participants.

RIBBLE & PARK DIGITAL CITIZENSHIP DEFINITIONS (as modified by Digital Citizenship Education in Saskatchewan Schools)

RESPECT

Digital etiquette describes the standards for behaviour in online spaces or when using technology.

Digital access refers to the ability of all students to participate fully in digital society.

Digital law refers to legal responsibilities for our electronic actions. It includes issues such as sharing or use of copyright materials, hacking into systems, digital identity theft, or posting illicit photos.56

EDUCATE

Digital communication includes any electronic medium by which people communicate, such as cell phones, social networking services, email, and texting.

Digital literacy describes the process of learning about the appropriate and inappropriate use of technology.

Digital commerce is the electronic buying and selling of goods and services (including digital goods and services) and focuses on the tools and safeguards in place to assist those buying, selling, banking, or using money in any way in the digital space.

PROTECT

Digital rights and responsibilities are the privileges and freedoms inherent in participation in digital society as well as the expectations that come with them.

Digital health and wellness includes both physical and psychological considerations.

Digital security relates to the strategies and precautions that individuals should take to ensure their security online.

TWO ADDITIONAL AREAS

Bring your own device (BYOD) refers to a structure in which students are permitted to bring their own devices into the classroom and to use them for learning.

Cloud computing involves the storage and management of data on remote servers rather than on a personal device including platforms such as Dropbox or Google Drive as well as online tools such as blogs, wikis, etc.

[Ribble, M. & Park, M. (2019). *The Digital Citizenship Handbook for School Leaders*. (pp. 36-38)]

[*Digital Citizenship Education in Saskatchewan Schools* (pp. 15-31]

IV. Related Information

Procedures and Appendices for this Policy

PROCEDURE A: Digital Citizenship Standards
APPENDIX A: Responsible Use Agreement (Secondary)
APPENDIX B: Responsible Use Agreement (Elementary)
APPENDIX C: Bring Your Own Device (BYOD)
APPENDIX D: Elements of Digital Citizenship Graphic

Legislation

Canada's Copyright Act
Criminal Code of Canada
Ontario's Municipal Freedom of Information and Protection of Privacy

Alberta Copyright

Crown in Right of the Province of Alberta, as represented by the Minister of Education. (2012). *Digital Citizenship Policy Development Guide*. Alberta Education: Edmonton, AB

ISTE Copyright

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Ribble, M. & Park, M. (2019). *The Digital Citizenship Handbook for School Leaders.* International Society for Technology in Education: Kindle Edition.

Saskatchewan Copyright

Saskatchewan Ministry of Education. (2015). *Digital Citizenship Education in Saskatchewan Schools*

PROCEDURE A: Digital Citizenship Standards

Students

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act and model in ways that are safe, legal and ethical.

Students:

- ☐ cultivate and manage their ***digital identity and reputation***
- ☐ are aware of the ***permanence of their actions*** in the digital world,
- ☐ engage in positive, safe, legal and ethical ***behavior*** when using technology, including social interactions online or when using networked devices,
- ☐ demonstrate an understanding of and respect for the ***rights and obligations*** of using and sharing intellectual property,
- ☐ manage their personal data to maintain ***digital privacy and security*** and are aware of data-collection technology used to ***track*** their navigation online.

(*ISTE Student Standards,* s. 1.2)

Teachers

Teachers inspire students to positively contribute and responsibly participate in the digital world by:

- ☐ creating ***experiences for learners*** to make positive, socially responsible contributions and exhibiting empathetic behavior online that build relationships and community,
- ☐ establishing a ***learning culture*** that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency,
- ☐ model positive, safe, legal and ethical ***behavior*** when using technology, including social interactions online or when using networked devices,
- ☐ mentoring students in the ***safe, ethical and legal practice*** with digital tools and protection of intellectual rights and property,
- ☐ modelling and promoting management of ***personal data and digital identity,***
- ☐ protecting student ***data privacy***.

(*ISTE Teacher Standards,* s. 2.3)

Principals and Superintendents (Education Leaders)

Leaders use technology to increase equity, inclusion, and digital citizenship practices by:

- ☐ ensuring all students have ***skilled teachers*** who actively use technology to meet student learning needs,
- ☐ ensuring all students have ***equitable access*** to the technology and connectivity necessary to participate in authentic and engaging learning opportunities
- ☐ ***modelling digital citizenship*** by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.
- ☐ cultivating ***responsible online behavior***, including the safe, ethical and legal use of technology.

  (*ISTE Education Leader Standards*, s. 3.1)

APPENDIX A: Responsible Use Agreement (Secondary)

We, the undersigned student and parent, ***agree*** that the student's ***use*** of the Board network, technology, equipment and student device(s) ***MUST be in accordance with this Agreement.***

RESPECT

Digital Etiquette

*I WILL comply with the Board Code of Conduct (attached) in my **online activities** including:*

- ☐ demonstrating ***honesty*** and ***integrity***,
- ☐ ***respecting differences*** in people, their ideas, and their opinions,
- ☐ treating one another with ***fairness, dignity and respect*** at all times, even if we disagree,
- ☐ respecting the ***rights of others***,
- ☐ respecting the need of others to work in a ***conducive learning and teaching environment,***
- ☐ ***linking to and using*** only web sites which respect the above principles,
- ☐ taking proper ***care and regard for all Board property*** and the property of others including digital, computer and technological resources,
- ☐ ***seeking assistance*** from a member of the school staff to resolve/report online issues, concerns, conflicts and problems or if ***something goes wrong***.

Digital Law

I WILL respect and comply with all applicable federal and provincial laws including:

- ☐ Canada's Copyright Act by:
  - submitting only ***my own original work*** for assessment,
  - giving credit (***citation)*** for the use of other persons' work,
  - obtaining permission to use ***copyright materials***,
  - downloading / using only Board ***authorized, licensed or purchased*** online resources.
- ☐ Ontario's Municipal Freedom of Information and Protection of Privacy Act by:
  - getting or using the personal information of other persons (***names, photos, contact information and other confidential or sensitive information***) with their consent (if 16 or older) or their parent's consent (if under 16).

☐ Canada's Criminal Code by:

- avoiding making, possessing, texting, posting and communicating ***child pornography*** (***images*** of explicit sexual activity / sexual characteristics of a person under 18),
- refraining from fraudulent use / theft of computer services and/or resources,
- refraining from alteration, destruction, and/or disclosure of computer data on the Board network, applications or websites.

EDUCATE

Digital Communications

I UNDERSTAND that what I post on the internet is permanent, searchable, replicable, available to unseen and unintended audiences.

In all my online communications I WILL:

☐ ***think*** before I post,

☐ respect the ***dignity and worth*** of others,

☐ correctly ***identify me*** as the sender/author,

☐ avoid posting my ***confidential or sensitive information*** and that of others.

PROTECT

Digital Security and Privacy

I WILL engage in positive, safe, legal and ethical behaviour in my online activities by:

☐ being the ***only user*** of my account(s) and related passwords,

☐ keeping my ***passwords private*** and respecting the privacy of other person's passwords,

☐ taking ***responsibility*** for all activities done through my account(s),

☐ using / accessing Board technology resources and systems for only ***educational and curriculum related purposes,***

☐ ***avoiding*** web sites which contain inappropriate electronic material or promote inappropriate / illegal activities,

☐ installing and using only ***authorized software*** on Board technology systems,

☐ complying with ***security measures*** for Board technology systems and for any device I may be authorized to use for accessing the Board's technology systems,

☐ ***logging off*** my account when I have finished my tasks.

Digital Rights and Responsibilities

BOARD RIGHTS

I UNDERSTAND the Renfrew County Catholic District School Board ***rights*** include:

☐ ***ownership and/or control*** of Board network, technology, equipment and all data stored or transmitted,

☐ the right to ***monitor and access*** any files, data, documents, communications and internet use on the Board's network, technology and equipment,

☐ the right to ***withdraw access*** to the Board network, technology and equipment,

☐ the right to ***impose sanctions*** under the Board's Safe Schools Policies, where warranted, for unauthorized or inappropriate use of these Board resources.

BOARD RESPONSIBILITIES

I UNDERSTAND the Renfrew County Catholic District School Board ***responsibilities*** include:

☐ educating me to be a ***digital citizen***.

MY RIGHTS

I UNDERSTAND my ***rights*** include:

☐ ***access to*** the internet, Board technology and equipment as part of my ***education***.

MY RESPONSIBILITIES

I UNDERSTAND my ***responsibilities*** include:

☐ ***using*** the internet, Board technology and equipment ***responsibly and as directed***.

Print Student Name	Student Signature
Print Parent Name (if student under 18)	Parent Signature (if student under 18)
Date:	

Extracts from the Board Code of Conduct

Standards of Behaviour - Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, 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, including by ensuring that ***personal mobile devices are only used during instructional time***;

Standards of Behaviour – Safety and Care for Others

All members of the school community must not:

- engage in bullying behaviours, including ***cyberbullying;***
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school;
- ***take pictures*** during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher;
- ***harass*** another person or invade another person's privacy by the use of ***mechanical/electronic technology or communications***;

APPENDIX B: Responsible Use Agreement (Elementary)

We, the undersigned student and parent, ***agree*** that the student's ***use*** of the Board network, technology, equipment and my device ***MUST be in accordance with this Agreement.***

DEVICE USE

I WILL:

- ☐ ***use my device*** when a teacher asks me to, during my own study time or during breaks,
- ☐ keep my ***passwords private*** and respect the privacy of other person's passwords,
- ☐ install and use only ***authorized software*** on Board technology systems,
- ☐ ***ask for permission*** before downloading any new apps or software,
- ☐ ***put my devices away*** when a teacher says it's time for a device break,
- ☐ ***take care*** of any devices I am given access to.
- ☐ ***avoid*** web sites which contain inappropriate electronic material or promote inappropriate / illegal activities,
- ☐ when ***using my own device*** at school, keeping it up to date and protected (antivirus),
- ☐ ***log off*** my account when I have finished my tasks,

RESPECT

In my online activities with others, I WILL:

- ☐ demonstrate ***honesty*** and ***integrity***,
- ☐ ***respect differences*** in people, their ideas, and their opinions,
- ☐ treat everyone with ***dignity and respect*** at all times,
- ☐ respect the ***rights of others***,
- ☐ ***link to and use*** only web sites which respect the above principles,
- ☐ correctly ***identify me*** as the sender/author of my communications,
- ☐ only share ***appropriate content*** with others,
- ☐ inform a teacher or parent before contacting an ***unknown person online.***

APPENDIX B: Responsible Use Agreement (Elementary)

E-LEARNING

I WILL:

☐ use my device to bring ***new information*** to support class activities,

☐ use my device to ***check information*** to verify that it is accurate,

☐ use my device to ***learn new things***,

☐ give ***credit to the creators*** of information or media that are not my own,

☐ respect the ***Board's network's security*** measures.

PROBLEMS & CONCERNS

When I do something that is contrary to this Agreement, I WILL

☐ ***talk to a teacher*** or trusted adult who will help me figure out how to make it right.

*If something **does not seem right** or makes me feel **uncomfortable**, I WILL:*

☐ immediately ***stop and tell*** an educator at school

RIGHTS and RESPONSIBLITES

I UNDERSTAND the ***SCHOOL BOARD RIGHTS*** include:

☐ ***ownership / control*** of Board technology, equipment and all data stored or sent,

☐ ***monitoring and accessing*** any files, documents, communications and internet use.

I UNDERSTAND ***MY RIGHTS*** include:

☐ ***using*** the Board network, technology and equipment as part of my ***education***.

I UNDERSTAND ***MY RESPONSIBILITIES*** include:

☐ ***using*** the Board network, technology and equipment ***responsibly and as directed***,

Print Student Name	Student Signature
Print Parent Name	Parent Signature
Date	

[adapted from ISTE. *Setting Conditions for Success: a guide for creating effective responsible use policies*. pp. 7-8]

APPENDIX C: Bring Your Own Device (BYOD)

We, the undersigned student and parent, ***agree*** that the student's ***use*** of the Board network, technology, equipment by ***their device MUST comply this Agreement and with the Responsible Use Agreement.***

Devices could include but are not limited to laptops, chromebooks, winbooks,, cell phones, smart phones, IPods, IPads, tablets, and eReaders.

DEVICE USE

I WILL:

- ☐ ***use my device(s)*** during instructional/class time only under the direction of the classroom teacher for curriculum-related/educational purposes,
- ☐ ***put my device(s) away*** when instructed by a teacher,
- ☐ set my device(s) ***volume to off or silent mode*** when in school, unless otherwise authorized by the teacher, so as not to disturb others,
- ☐ refrain from use of my device(s) in areas where there is an ***increased expectation of privacy*** (e.g., washrooms, change rooms, etc.),
- ☐ refrain from use of my device(s) to ***take or post photos / videos of persons*** at school and at school sponsored activities without their permission (person 16 and over) or their parents' permission (person under 16),
- ☐ only use ***Wi-Fi provided in my school***, and not use my personal data plan or directly connect to the Board's wired network via an ethernet cable,
- ☐ ***fully charged my device(s)*** prior to bringing them to school to run off battery power while being used throughout the day,
- ☐ keep my devices(s***) up to date and protected*** (antivirus / anti-malware),
- ☐ refrain from the use of my device(s) during ***examinations, tests or assignments*** unless a teacher / principal has given permission,
- ☐ only use my device(s) outside of instructional class time if the use does not ***distract from instructional class time***,
- ☐ only use my device(s) outside of instructional class time, if the use does not ***interfere with or negatively affect the Board network, technology and equipment.***

RIGHTS and RESPONSIBLITES

I UNDERSTAND the ***SCHOOL BOARD RIGHTS*** include the right to:

☐ ***confiscate*** my device(s) for the school day or as appropriate for inappropriate device use,

☐ ***prohibit me from bringing my device(s) to school*** because of inappropriate device use,

☐ require me to ***provide my password / unlock my device(s)*** in the event of serious breaches of this Agreement / Responsible Use Agreement or/and if serious issues of safety or criminal activity are suspected,

☐ ***access and review information*** on my device(s), in the event of serious breaches of this Agreement and/or the Responsible Use Agreement,

☐ ***access and review information*** on my device(s), if serious issues of safety or criminal activity are suspected,

☐ ***confiscate and hold*** my device(s) for further investigation by school authorities or the police, if serious issues of safety or criminal activity are suspected,

☐ ***impose sanctions*** under the Board's Safe Schools Policies, where warranted, for unauthorized or inappropriate use of these Board resources.

I UNDERSTAND ***MY RIGHTS*** include:

☐ using my devices to access the Board network, technology and equipment as part of my ***education***.

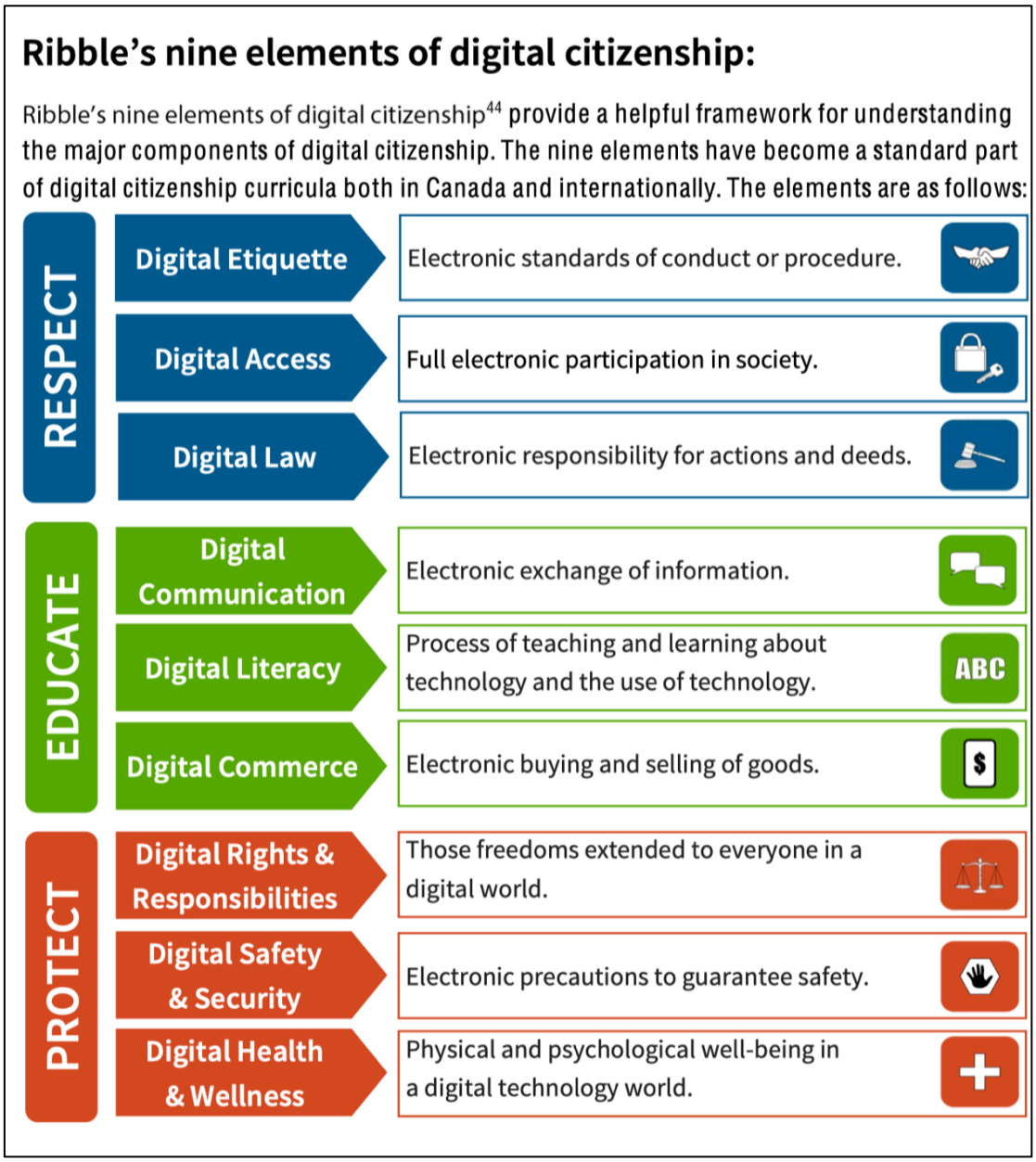
I UNDERSTAND ***MY RESPONSIBILITIES*** include:

☐ ***using*** the Board network, technology and equipment ***responsibly and as directed***,

☐ the ***care, maintenance and security*** of my personal devices—the Board is not responsible for the replacement of lost, stolen or damaged device(s) / device data.

Print Student Name	Student Signature
Print Parent Name	Parent Signature
Date	

APPENDIX D: Digital Citizenship Elements Graphic



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POLICY: Dress Code

Rationale:

The Renfrew County Catholic District School Board is an inclusive Catholic educational community that is called to ensure safe and respectful learning and teaching environments. The Catechism of the Catholic Church states that "Teaching modesty to children and adolescents means awakening in them respect for the human person." (2524) It is the mission of the Board to reverence the dignity of the whole person.

Personnel Affected by Policy:

Pupils

Organizational Authority:

The Board

Definitions:

Appropriate dress or dress code is defined as the standard of student dress agreed upon by the Catholic school community and in keeping with the Education Act and Regulations.

School uniform is defined as the standard of student dress consistent in style, colour and pieces (i.e., shirts, sweaters and pants) and agreed upon by **two-thirds majority** of the families registered at the school.

Regulation:

A responsibility has been given to the Board, in consultation with its School Councils, to establish a process that enables a majority of parents to decide on a dress code for their own school within Board policy.

Procedures:

1. (1.1) A school's appropriate dress policy shall be in keeping with the Board's philosophy, mission and vision, and Catholic social teachings.

   (1.2) All elementary and secondary schools within the jurisdiction of the Board may establish a school uniform policy if supported by a **two-thirds majority** of the families registered at the school.

   (1.3) Only a school logo or name shall be permitted on any school uniform. Advertisements of any kind are prohibited.

2. All schools within the jurisdiction of the Board shall adopt an appropriate dress policy for students using the following decision-making model:

   (2.1) The principal, in consultation with the Catholic School Council, shall develop an appropriate dress policy.

   (2.2) A school's appropriate dress policy shall be communicated annually to the school community and shall include a statement of principles, definitions and a monitoring or review process.

   (2.3) The appropriate dress policy shall have a process that enables a **two-thirds majority** of the families registered at the school to decide on appropriate dress.

   (2.4) The appropriate dress policy shall address issues of affordability, acquisition to apparel, compliance and/or exceptions to compliance, consistency with Human Rights Code and the Charter of Rights and Freedoms.

   (2.5) The Board is to receive a copy of each school's appropriate dress policy and be given notification of any changes to a school's appropriate dress policy before its implementation.

POLICY: Educational Partnerships

I. Purpose of Policy

The Board is committed to promoting effective community-based partnerships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special needs and/or students at risk.

This Policy sets out the provisions for local protocols for such partnerships with external agencies for the provision of services in Board schools by regulated health professionals, regulated social service professionals, and paraprofessionals.

II. Policy Statement

1. Guiding Principles:

a) The goal of any educational partnership must be to positively impact student learning and well-being.
b) The partnership must be directly beneficial to the improvement of education in the classroom, and its potential to contribute to strengthening school community partnerships.
c) Services provided by external providers must be supplementary to existing Board services and must not duplicate existing Board services.
d) Services provided by external providers must not be in conflict with provisions of Board collective agreements and employment agreements with Board staff.
e) All partnership entities must respect and be congruent with the denominational nature of the Board, with Catholic teaching and with the Catholic Education Guidelines as set out in Appendix C.
f) All partnership entities must respect and comply with Board Policies and Procedures.
g) Educational partners do not receive product promotion and free labour as a result of their participation in the education activity.

2. Partnership Protocol:

a) The Board shall ensure that the following required components set out in PPM 149 (External Agency Protocol) and in Ministry of Education (25-Sep-09) Memorandum, as amended from time to time, are followed:
  i) the definitions;
  ii) the process components;
  iii) the responsibilities; and
  iv) the required documentation.
b) The Board shall consider and apply the 2002_01_09 Institute of Catholic Education Guidelines for Partnerships in Catholic Education set out in Appendix C.

3. Procedure(s):

Board administrative staff shall develop any necessary procedure(s) to implement this Policy and to comply with the requirements of PPM 149 (External Agency Protocol) and the (25-Sep-09) Ministry of Education Memorandum on PPM 149, as amended from time to time.

III. Related Information

Procedures / Forms for this Policy

Procedure: Educational Partnerships - Protocol
Appendix A: Educational Partnerships - Application
Appendix B: Educational Partnerships – Agreement
Appendix C: Educational Partnerships - Catholic Education Guidelines

Ministry of Education

2009_09_25 Policy/Program Memorandum No. 149 (Protocol for Partnership with External Agencies)
2009_09_25 Memorandum on PPM No. 149.

Institute for Catholic Education

2002_01_09 Guidelines for Partnerships in Catholic Education.

PROCEDURE: Educational Partnerships – Protocol

I. Overview / Procedure Description

This Administrative Procedure will provide Board schools with a guideline for creating and implementing partnerships with external agencies to support student success supplementary to support services already provided by Board staff.

II. Areas of Responsibility

Supervisory Officers, School Principals, Coordinators, members of any related Committees.

III. Procedure Steps / Checklist

1. Board Structure:

a) Board Lead:
The Board will assign a school board administrative position to manage the protocol review and development process.

b) Board Level/Joint Advisory Committee:
The Board will establish a school board level committee to identify potential partners, review the administrative mechanisms involved in completing a partnership agreement, and receive input from professional student services personnel and paraprofessionals.

c) Dispute Resolution:
Members of the Board Level Committee will also serve as the core members of the Joint Advisory Committee to resolve any disagreements or disputes that may arise under the terms of a Collective Agreement. The involved school and community partners will join the core Committee when a meeting is convened for this purpose.

2. Prospective External Agency or Provider:

a) Any new potential external partner will be required to complete an Application (Appendix A).

b) The school Principal will contact the appropriate Superintendent of Education regarding the involvement of outside professionals in programming or providing supports to students.

c) The Superintendent of Education and/or the Board Lead will provide guidance to the school Principal.

d) The Principal will gather appropriate forms and documentation including informed written consent from parents.

e) All professionals will provide proof of a recent Criminal Background Check in accordance with the Board Policy (Criminal Background Check – Service Provider), proof of qualifications with professional College where applicable and proof of liability insurance.

f) All external providers agree to adhere to the Board's standards of confidentiality, equity and human rights.

g) The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.

3. Responsibilities:

a) The school Principal will monitor the operational activities of the professionals while on school property in accordance with the Education Act and its Regulations.

b) The professional shall not direct any Board staff, including Educational Assistants.

c) The professional shall schedule all visits to the school with the school Principal or delegate.
d) Clinical supervision of the external provider's staff who are not registered with a College will be provided by the external provider's College registered supervisor under whom the external staff member works.
e) The Principal shall consult with and be directed by the Board Lead regarding issues of professional conduct, service delivery and quality assurance.

4. Other Matters:

a) Use of Board Space:
Given the scarcity of space and material resources, any need for space and material resources by the external provider must be clearly articulated and approved. Space for Board staff to execute their duties will be ensured prior to offering space to external providers.
b) Insurance:
External agencies and/or providers must carry their own insurance that includes professional malpractice coverage (minimum $2,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/ legal guardians. A copy of the Certificate of Insurance will be kept on file at the school and a copy forwarded to the Superintendent, Business Services.
c) Partnership Agreement:
The Board and the External Agency shall negotiate and sign a Partnership Agreement in the form set out in Appendix B.
d) Termination:
A Board Supervisory Officer may terminate the involvement of the outside professional if there is a breach in any of the guidelines or for any other reason deemed appropriate by the School Principal in collaboration with the Supervisory Officer. Otherwise either the Board or the entity in the Partnership may terminate the Partnership upon thirty (30) calendar days written notice to the other party.

IV. Definitions

External Agency: An organization, not internal to a school board, that employs regulated health professionals, regulated social services professionals and paraprofessionals.

Local Protocol: A written document that enables school boards to form partnerships with external agencies in the areas of regulated health professionals, regulated social services professionals and paraprofessionals.

Professional student services personnel (PSSP) and paraprofessionals:

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991;
- occupational therapists, as defined by the Occupational Therapy Act, 1991;
- physiotherapists, as defined by the Physiotherapy Act, 1991;
- psychologists, as defined by the Psychology Act, 1991;
- psychological associates, as defined by the Psychology Act, 1991;
- social workers, as defined by the Social Work and Social Service Work Act, 1998;
- other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs; and
- any future regulated categories.

Unionized Staff: School board-employed professional student services personnel (PSSP) and/or paraprofessionals that are represented by a bargaining agent recognized under the *Labour Relations Act.*

V. Related Information

Related Board Policies / Procedures / Appendices

POLICY: Educational Partnerships
Appendix A: Educational Partnerships - Application
Appendix B: Educational Partnerships – Agreement
Appendix C: Educational Partnerships - Catholic Education Guidelines

Ministry of Education

2009_09_25 Policy/Program Memorandum No. 149 (Protocol for Partnership with External Agencies)
2009_09_25 Memorandum on PPM No. 149.

Institute for Catholic Education

2009_01_09 Guidelines for Partnerships in Catholic Education

APPLICATION FOR CONSIDERATION OF AN EXTERNAL PARTNERSHIP (Professional & Paraprofessional Student Services)

Guidelines

1. Community professionals will provide appropriate written documentation of informed, written consent from the parents for services by the professional and for discussion with school and board personnel.
2. The professional will provide proof of a recent Criminal Background Check in accordance with the Board Policy (Criminal Background Check – Service Providers), proof of qualifications and registration with professional College where applicable and proof of professional liability insurance.
3. The School Principal will monitor the professional while on school property.
4. The professional shall not direct school staff, including Educational Assistants but shall share relevant information and recommendations for consideration for the students' program.
5. The professional will schedule all visits to the school through the school Principal or delegate.
6. Privacy and Confidentiality of all students and staff must be respected at all times.
7. Board policies and procedures must be respected at all times.
8. The school Principal may recommend that the appropriate Supervisory Officer terminate the involvement of the outside professionals if there is a breach of any of these guidelines or for any other reason deemed appropriate by the School Principal.

Name of External Partner:

Description of the service/program to be provided:

Names of representatives of the external agency:

Anticipated outcomes of programs and services provided:

Qualifications/Supervisory relationships for external agency staff providing service:

Current Qualifications/Regulated College Membership for external agency staff providing service:

Please attach Criminal Background Check and Proof of Liability Insurance to Application.

I agree with the terms of the Application for Consideration of an External Partnership.

If a member of a Regulated College, I agree to deliver the services in accordance with professional standards of practice.

Name and Title of Professional (Please Print):
Signature:
Signature of School Principal:
Signature of Coordinator, Supervisory Officer or Board Lead
Name of School:
Name of Student:
Date:

cc: Parent
Superintendent of Education
Coordinator or Board Lead
Ontario School Record

PARTNERSHIP AGREEMENT

Between

_____ ***(hereinafter called the School &***
the Renfrew County Catholic District School Board (hereinafter called the Board)
And
_____ ***(hereinafter called the External Partner)***

This partnership is a mutually supportive reciprocal agreement between the School/the Board and the External Partner to provide the following:

[Insert necessary information] Needs to be Addressed / Anticipated Outcomes: Description of Program / Service: Definition of Terms: Staff Names and Responsibilities: Statement of Fees if any:

The External partner agrees to abide by the mission and vision statement of the Board.
Both parties acknowledge and agree that the External Partner is not an agent of the Board and none of the service providers are employees or agents of the Board.

External Partner Responsibilities

1. **Procedures:**
   Operates within the context of the Board Policies and Procedures including but not limited to policies dealing with criminal record checks, reporting child abuse, reporting sexual misconduct and inappropriate behaviour, equity and human rights, conflict of interest and safe schools. The Board's Policies are available on the Board website.
2. **Accountability:**
   Validate Agency status. Provide names and credentials of service providers and their Agency Supervisors to the school and ensure that they comply with the rules of professional conduct for their profession. Ensure criminal background checks are current and on file.
3. **Liability:**
   Provide the Board with a copy of the current Certificate of Insurance for two million dollars to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/ legal guardians. The Board must be named on the Certificate of Insurance. The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.
4. **Identification:**
   Service providers sign in at the school office for each visit and wear proper identification (preferably photo ID and visitor's badge) while in the school.
5. **Documentation and Confidentiality:**
   Service providers maintain a record of services provided, and store in a secure manner. Confidentiality of personal information is maintained and information shared with informed consent.

School Responsibilities:

6. **Consent:**
   Obtains appropriate written informed consent for participation in service/program from the parent/guardian of the student or from the student directly when over 16. Assist in obtaining written consent from the parent/guardian and student (over 16) if access to the OSR or other relevant school information is necessary for provision of service.

7. **Location:**
   Articulate any space and/or material requirements for the partnership and ensure that it complements the needs of school board staff and does not compromise their ability to execute their duties

Other Matters

8. **Promotion:**
   Educational partners do not receive product promotion and free labour as a result of their participation in the education activity. Partnerships shall not exploit students. The use of "captive students for the commercialization of a product or service" is prohibited.
9. **Educational Partner's Corporate Logo:**
   The use of corporate logo by a sponsoring company, without any direct promotion to the students, is considered reasonable. The discrete use of logos can be considered as a symbol of recognition and thank-you without inundation or dominance of corporate advertising
10. **Review and Evaluation:**
    The partners cooperate in regular reviews and evaluation of the service/program.
11. **Dispute Resolution:**
    All partners agree to a mutual trust and goodwill. Notwithstanding, in those situations where conflict arises the partners of this agreement commit to a respectful and direct step-by-step approach for resolution of any disagreement or conflict beginning with the individuals involved and progressing as necessary. If the conflict cannot be resolved, the Joint Advisory Committee will become involved.
12. T**ermination of Agreement:**
    Should any partner wish to withdraw from this partnership, thirty days written notice (or as negotiated) will be given to the other(s) to ensure proper planning for termination.
13. **Sustainability/Exit Plan:**
    Describe the Plan.
14. **Term:**
    The service /program described above will be provided by the External Partner from [start date] until [end date]. effective date until date . The review date for this Partnership Agreement is [insert date].
15. **Review/Evaluation Date:**
    The Board and the External Agency together with PSSP and paraprofessionals shall collaborate on the review and evaluation of the programs and services provided on an annual basis on or before [insert date].

Signed by the authorized representatives of the School/Board and the External Partner.

Supervisory Officer	Date
School Principal	Date
External Partner	Date
External Partner	Date

SCHEDULE A: School Board Programs and Services

School Board Services

1. Programs and Services (delivered by External Agency):

2. Programs and Services (delivered by Board PSSP and paraprofessional):

3. Programs and Services (could be delivered by Board PSSP and paraprofessional, but are not for financial reasons or because program requirements do not match the job descriptions or qualifications of Board PSSP and paraprofessionals)

c.c. Members of the Board Level Committee
School Principal
Superintendent of Education
Superintendent, Business Services

GUIDELINES FOR PARTNERSHIPS IN CATHOLIC EDUCATION
Institute of Catholic Education (ICE) – January 9, 2002.

Catholic Identity:

1. Catholic Schools and school boards enter many forms of partnership with a variety of groups. The groups with whom partnerships are struck include:
    a) Parishes,
    b) Non-profit organizations,
    c) Community groups
    d) Municipalities,
    e) Commercial enterprises, and
    f) Government agencies.

2. The partnerships can general be classified as:
    a) **Educational**, that is, to provide learning experiences for students, or
    b) **Commercial**, that is, to procure goods or services required by the educational system.

3. In entering such partnerships, schools and boards are asked to apply the following principles appropriately, with due diligence and with application to all operations, in Canada or abroad, of the potential partner:
    a) The basic tenets of Catholic social teaching, namely, the dignity of the human person, human rights and responsibilities, the common good, solidarity, subsidiary, the preferential option for the poor, respect for life and the value and dignity of human work must all be respected.
    b) With regard to the application of these principles boards are requested to look at other models available in the Catholic community, involve other Catholic groups and their diocesan bishop.
    c) The goal of all partnerships shall be to enhance the quality and effectiveness of education for learners with financial aspects secondary. No partnership should detract from the educational purpose of the school or subvert equality of educational opportunity or other major goals of publicly funded education.
    d) No arrangement shall ever place students in the situation of being a captive audience, subjected to advertising in an educational setting or being intellectually or financially exploited.
    e) Student and staff participation with groups from the voluntary and non-governmental sector or with commercial enterprises must be voluntary and, in the case of a minor, with parental consent.
    f) Partnerships should complement the educational program but not be a substitute for obligations of the school, the school board or the Ministry of Education.
    g) Any commercial partnership or agreement will be entered into through a tendering (or equivalent) process that is publicly transparent to all members of the community
    h) In an educational partnership with a commercial enterprise, there should be a clear understanding that the purpose is the education of students with no promotion of brand names or products.
    i) The Catholic Graduate Expectations on which the Catholic curriculum is based will not be modified to meet the needs of potential partners.
    j) Governance of the schools will remain firmly and clearly with the trustees and administrators of the board and all agreements will follow board policy.
    k) There shall be a clear statement of the nature and intent of the partnership with appropriate means of disengagement through a memorandum of agreement signed by both (or all) parties.

POLICY: Elementary Curriculum Exemption (Family Life Education – Theme 3)

I. Purpose of Policy

The Board recognizes parents as the primary educators of their children.

The Board has established a Family Life Education Program from the document, *Fully Alive*, which is intended to pass on a distinctively Catholic view of human life, sexuality, marriage, and family. Theme 3 of *Fully Alive* (Created Sexual: Male and Female) is the Program which is equivalent to instruction related to the Human Development and Sexual Health expectations found in strand D of *The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019.*

Policy/Program Memorandum 162 allows for students to be exempted, at the request of their parents, from instruction related to Theme 3 of *Fully Alive.*

II. Policy Statement

1. Notice and Communications (Appendices A & B)

a) *Appendix A - Program Information for Theme 3 (Created Sexual: Male and Female:*
Parents will be informed of the content of Theme 3 of the Fully Alive Program at the beginning of each school year and at least twenty (20) school days prior to the start of instruction related to Theme 3.

b) *Appendix B - Exemption Request and Acknowledgement:*
Parents may choose to have their child or children exempted from instruction in *Theme 3 (Created Sexual: Male and Female)* without academic penalty by completing and returning an exemption form (Appendix B) for each child for the current school year at least five (5) school days prior to the start of Theme 3 instruction.

The School Principal will send an acknowledgement of each parent request for exemption.

2. Process (Appendix C)

Appendix C sets out a process checklist for this Policy for parents, teachers and the school principal.

3. Supervision of Exempted Students

The Exemption Request Form (Appendix B) sets out the following supervision choices for a parent requesting exemption from the Theme 3 Program.

During the exemption period, I would like my child to [***select one only***]:

- ***remain in the classroom without taking part*** in instructional activities related to Theme 3 of the Fully Alive Program. I understand that my child's activities unrelated to Theme 3 of the Fully Alive Program during the exemption period will be at the discretion of the teacher.
- ***leave the classroom and remain in the school*** under staff supervision. I understand that my child's activities during the exemption period will be at the discretion of the teacher or principal.
- ***be released into my care*** or the care of my approved designate.

NOTE: If one of the three options above is not selected, the principal or the principal's designate will determine where in the school the child is to remain during the exemption period.

III. Definitions

parent refers to parents and guardians.

IV. Related Information

Procedures and Appendices for this Policy

APPENDIX A: Theme 3 Program Information by Grade Level
APPENDIX B: Exemption Request Form
APPENDIX C: Exemption Process Checklist

Other Documents

Ministry of Education. (21-Aug-19). *Policy/Program Memorandum No. 162* (Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019)

Ontario Conference of Catholic Bishops and Catholic Association of Religious and Family Life Educators of Ontario. (2007). *Fully Alive* (School Family Life Program)

APPENDIX A: Theme 3 Program Information by Grade Level

Family Life Education, as it is represented in *Fully Alive*, is intended to pass on a distinctively Catholic view of human life, sexuality, marriage, and family. Its goal is to complement the efforts of families and to support what parents are doing at home. The entire program, from Grades 1 through Grade 8 is designed to encourage children to become the people God wants them to be -- to be fully alive.

Theme Three of Fully Alive is called "***Created Sexual: Male and Female***." God made us male and female, and all of God's creation is good.

In ***earlier grades***, this theme was presented through a continuing story, which emphasized God's plan for new life as the result of the love of mothers and fathers. In ***later grades***, the message is unchanged, but the approach is more direct. As students enter puberty, they need to know about the changes they will experience and about the responsibilities of being created male and female and following God's plan for them.

Grade Level	***Program Information for Theme 3 (Created Sexual – Male & Female)***
1	In Grade 1 the amount of information given to children is quite limited: • the development of the baby in the mother's uterus; • the introduction of the terms penis and vagina for the physical differences between boys and girls; and • a brief explanation of breast feeding.
2	In Grade 2 additional information about prenatal life is included. The information included in Grade 2 is still quite limited and new terms include: • amniotic sac, umbilical cord, and navel; and • sperm and ovum, which are described as tiny cells from the father and the mother. A simple explanation of birth is also provided.
3	In Grade 3 additional information about prenatal life is included. Terms used in Grade 2 (sperm, ovum, cell, sac, umbilical cord) are reviewed in Grade 3, and the term conception is introduced. The students are given a brief explanation of how babies are born.
4	New terms introduced in Grade 4 are: amniotic sac, amniotic fluid, ova (the plural of ovum), and sexual intercourse. The term sexual intercourse is used in the student book but does not include a physical description. The Grade 4 teacher book has a simple explanation of sexual intercourse that may be presented by the teacher, depending on the readiness of the class.

5	In Grade 5 the students will learn about the reproductive systems of males and females, the gift of fertility, and the changes of puberty. New terms in Grade 5 are related to the following areas: • the female reproductive system - vulva, cervix, ovaries, and fallopian tubes; • the male reproductive system - urethra, scrotum, testicles, and vas deferens • female fertility - menstruation, and • male fertility - semen, ejaculation, and erection; and • generally - fertilization, and implantation.
6	In Grade 6, the students review what they have learned about the changes of puberty, and study the development of a new human life from conception and implantation through the three trimesters of pregnancy. The new terms in Grade 6 are related to the following specific areas: • male and female reproductive system and fertility – menopause; • fetal development, pregnancy, and birth - nucleus, membrane, DNA, chromosome, gene, zygote, embryo, fetus, trimester, and labour. These terms are used to explain the process through which two life-giving cells, the sperm and ovum, unite and exchange genetic information, the development of new life during nine months of pregnancy, and the birth of the baby. This theme also introduces in a more direct way our calling to be loving and life-giving according to our state of life. Only married people are meant to express their sexuality in an intimate physical relationship. Attraction between the sexes, which begins at puberty and for many people leads to marriage, is also discussed briefly at this grade level.
7	New terms introduced in Theme Three are this grade level are: • primary sexual characteristic and secondary sexual characteristic, • sexual role, femininity, masculinity, • sexually transmitted infection (STI), • homosexuality, • masturbation, • pornography. This theme introduces the experience of sexual attraction and sexual feelings, which begin after puberty, and stresses the need for self-discipline to manage these feelings. Sexual orientation is briefly discussed as part of a discussion of passing attractions young people may have toward people of the same sex. The virtue of chastity is highlighted in this theme, and the serious moral, physical, and emotional risks of intimate sexual relationships between unmarried people are carefully explored. The students are encouraged to recognize the value of the goal of becoming fully mature males and females who follow God's plan for them.
8	The subject of sexual orientation and homosexuality was introduced in Grade 7. In Grade 8, some of this information is reviewed and the moral teaching of our Church on homosexuality is presented. Family planning is also introduced in this grade. Both natural family planning methods and some methods of artificial contraception are described and the moral teaching of our Church on contraception is presented.

Ontario Conference of Catholic Bishops and Catholic Association of Religious and Family Life Educators of Ontario. *Fully Alive (Family Life Education Program)*

APPENDIX B: Exemption Request Form

I have reviewed the Program Information for the ***Theme 3 (Created Sexual: Male and Female) of the Fully Alive Program*** for Grades 1 -8 which is set out in Appendix A. I would like my child to be exempted from instruction related to the above Program, without academic penalty.

During the exemption period, I would like my child to [***select one only***]:

- ☐ ***remain in the classroom without taking part*** in instructional activities related to Theme 3 of the Fully Alive Program. I understand that my child's activities unrelated to Theme 3 of the Fully Alive Program during the exemption period will be at the discretion of the teacher.
- ☐ ***leave the classroom and remain in the school*** under staff supervision. I understand that my child's activities during the exemption period will be at the discretion of the teacher or principal.
- ☐ ***be released into my care*** or the care of my approved designate.

NOTE: If one of the three options above is not selected, the principal or the principal's designate will determine where in the school the child is to remain during the exemption period.

CHART 1: Fully Alive (Theme 3) Instruction at _____ [School Name]

Grade	*Date Instruction Starts*	*Date Instruction Ends*	*Daily Schedule*
1			
2			
3			
4			
5			
6			
7			
8			

I understand and agree with the following statements.

- The instruction in *Theme 3 (Created Sexual: Male and Female) of the Fully Alive Program* is different in every grade, so I must ***submit by email or regular mail a completed exemption request every school year,*** for each child, in order for the child to be exempted from instruction related to instruction in *Theme 3* in that school year;
- References to or conversations about the Catholic view of human life, sexuality, marriage, and family among teachers, school staff, or other students outside formal instruction in instruction in *Theme 3* are not subject to this exemption;
- My child will continue to receive instruction related to all other Catholic curriculum expectations in human life, sexuality, marriage, family and physical education.
- Requests for exemption made by phone, or exemption forms or written requests that do not have a parental signature, will not be accepted;
- For my child to be excluded from instruction in *Theme 3 (**this exemption form must be returned on or before five (5) school days before the Program Start Date for my child's grade.*** The Program Start Date for each grade is set out in CHART 1.
- If this ***exemption form is returned after the date in the above section***, the School Principal will make the decision on whether the student can be exempted from the Theme 3 instruction.

Child's Last Name	Child's First Name
Parent / Guardian's Name	Parent / Guardian Signature

Parent / Guardian Email or Mailing Address for Acknowledgement of Exemption Request

Child's Grade and Class	Date

PLEASE NOTE:

You will receive an acknowledgement from the school within five (5) school days of the date of the receipt of your written signed request. If you do not receive an acknowledgement within the five (5) school days, please contact the School Principal.

In the case of an unforeseen event, Board schools have the authority to move the period of instruction to a later date in the school year. Notice of the change will be posted on the School's web page and sent to any parents who have requested an exemption.

[Personal information of the student and parent is being collected by the Board in accordance with the Municipal Freedom of Information and Protection of Privacy Act to be used to provide education services pursuant to the Education Act s.170 (1) 7 and PPM 162.]

APPENDIX C: Exemption Process Checklist

1. Parents

☐ Read the ***Program Information for Theme 3*** (Created Sexual: Male and Female) of the Fully Alive Program for the relevant grade level (Appendix A).

☐ Select the ***supervision option*** for your child for the duration of the Theme 3 instruction. (Appendix B).

☐ Complete and sign the ***Exemption Request Form*** (Appendix B).

☐ Submit the Exemption Request Form to the School Principal to be received at least five ***(5) school days prior to the Theme 3 Program start***.

2. School Principal

☐ Determine the ***Program Start and End Dates*** for Theme 3 (Created Sexual: Male and Female) of the *Fully Alive* Program for Grades 1 -8 for the current year.

☐ Check the ***Daily Schedule*** for the above Program for Grades 1 -8 for the current year.

☐ Fill in the above information on Appendix B – Exemption Request Form.

☐ Send a copy of ***Appendix A*** (Program Information by Grade) and ***Appendix B*** (Exemption Request Form) to each parent of a student in Grades 1 -8 at the beginning of each school year and at least twenty (20) school days prior to the Theme 3 Program start in any grade.

☐ Within five (5) school days of receiving an Exemption Request Form, inform the parent that the ***Exemption Request has been received***.

☐ Make any necessary arrangements for ***student supervision of exempted students*** who leave the classroom and remain in the school.

☐ If an exemption request is received late (less than 5 school days prior to the Theme 3 Program start) and the parent has chosen to have his or her child leave the classroom and remain at school, determine if it is possible to arrange supervision for the student.

☐ If supervision is not possible, notify the parent that his or her options are to have his or her child remain in class during the Theme 3 Program or to be released into the parent's care.

☐ If ***the instruction start / end dates*** for Theme 3 (Created Sexual: Male and Female) of the Fully Alive Program ***change for any school grade***, post the change on the School's website and notify any parent who has submitted an Exemption Request Form.

3. Teachers

☐ Use appropriate and effective teaching strategies to help students achieve the curriculum expectations of Theme 3 of *Fully Alive* (Created Sexual: Male and Female) in the Board's Family Live Education Program.

☐ Follow the Board Policy which allows students to be exempted, at their parent's written request, from Theme 3 of *Fully Alive* (Created Sexual: Male and Female) instruction which is part of the the Board's Family Live Education Program.

POLICY: Environmental Education and Stewardship

Preamble

"… we can understand the importance of giving attention to what the earth and its atmosphere are telling us: namely, that there is an order in the universe which must be respected, and that the human person endowed with the capability of choosing freely, has a grave responsibility to preserve this order for the well-being of future generations. I wish to repeat that the ecological crisis is a moral issue."

Pope John Paul II, 1990 World Day of Peace Message

I. Purpose of Policy

The Renfrew County Catholic District School Board is committed to environmental stewardship in all areas of the board. This policy embraces Catholic Social Teaching and our moral responsibility to be stewards of the earth and to care for God's creation. It also covers the Ministry of Education's academic requirements regarding the teaching of environmental stewardship. Environmental stewardship extends into all areas of the Board's operational practices and will be an important consideration in decision-making.

Furthermore, in keeping with the Ontario Catholic School Graduate Expectations, it is our moral responsibility to be keepers of the earth and to develop leaders to enhance knowledge, skills and attitudes in all subject areas (Cf. CGEs 3f, 7i, 7j). As an educational community, we are called to foster staff and student development that will enrich them with information and skills necessary to reaffirm their roles and responsibilities as stewards. Our desire is to consider and apply the 4 R's: reduce, reuse, recycle, and rethink. We will do this with the support of all educational partners: students, staff, parents, parish and school community. Staff and students will be challenged to develop skills in both system and future thinking so that they become discerning, active citizens who can "claim [their] role as global stewards cherishing the environment and all life in it." (Our Vision)

II. Policy Statement

As a Catholic school board we believe that we are called to show leadership in environmental and personal stewardship both globally and locally. As Catholic believers we are called to see the entire universe as God's ongoing creative work of endless love for humankind in Christ, through whom all things were made (Jn 1:3; Col 1: 15-20). As Catholic educators, we are called to share, nurture and rightly guide our students to embrace this vision as their own.

Personnel Affected by Policy & Area of Responsibility*:*

a) Director of Education-to ensure compliance with this policy.
b) Superintendents, Senior Managers and Principals-to provide leadership in ensuring that mandatory environmental programs and initiatives are implemented and to maintain a focus on the effective stewardship of God's gifts through:
   - living in harmony with creation for the sake of humankind's well-being
   - fostering wonder, awe and reverence for the Creator's gift of the environment.
c) All Staff-to model reverence for the environment, promote environmental stewardship, and maintain learning and working environments which encourage sustainability through the effective stewardship of all resources.

The Ministry of Education Environmental Education Policy Framework seeks to:

- Build a "healthy society" both locally and globally
- Enhance students' critical thinking and problem-solving skills and build community awareness
- Effectively link the Ontario First Nation, Métis, and Inuit education policy framework to environmental education
- Effectively link human well being and the Foundations for a Healthy School framework to environmental education
- Promote student knowledge of environmental issues and environmental literacy
- There are four key areas including: teaching and learning; student engagement and community connections; and environmental leadership (see related procedures).

III. Definitions

- ✓ **Environmental Sustainability** - The long-term maintenance of ecosystems and other environmental systems for the benefit of future generations.

- ✓ **Environmentally Literate** - A set of knowledge, skills, and attitudes that enable one to understand the inter-relationship between living and non-living things, and actively and thoughtfully work toward the care and protection of the environment.

- ✓ **Environmental Stewardship** - The philosophy and accompanying actions of valuing and protecting the environment as God's gift to us, to be held in trust for future generations.

- ✓ **Environmental Education*:*** Education about the environment, for the environment and in the environment that promotes an understanding of rich and active experience in, and an appreciation for the dynamic interactions of:
  - ✓ The Earth's physical and biological systems;
  - ✓ A sacramental cosmology which recognizes God's ongoing creative action in the universe
  - ✓ The dependency of our social and economic systems on these natural systems;
  - ✓ The scientific and human dimensions of environmental issues;
  - ✓ The positive and negative consequences, both intended and unintended, of the interactions between human created and natural systems.

IV. Policy

Attitudes, Beliefs and Actions

1.0. The Board shall foster attitudes, beliefs and actions that make the protection of our environment an important priority by adhering to the following principles and practices within its jurisdiction:

1.1. The Board shall acknowledge the protection of the environment as a moral responsibility and therefore shall adopt the concept of sustainable development as defined by the United Nations World Commission on Environment Development as "meeting the needs of the present generation without compromising the ability of future generations to meet their own needs."

1.2. The Board expects that its Catholic School Graduates be responsible citizens who respect the environment and use resources wisely. The Board shall develop and support curriculum initiatives across grades and subject areas that lead to this result, and will expect that environmental protection is addressed in School Improvement Planning.

1.3. The Board shall develop environmentally sound practices consistent with what students are learning in classrooms, so that curriculum and board operations become aligned. To do so, the Board will formalize the following procedures by enacting them within a policy framework. The policy shall encompass 5 main areas: student engagement, environmental leadership, waste minimization, energy conservation, and purchasing.

2. Student Engagement

2.1. The board shall strive to increase student engagement and capacity by fostering active participation in environmental projects and building links between school and communities.

2.2. The board shall engage student leaders in the design and delivery of environmental education projects at the board and school level. Schools will use the Ontario Ecoschools program materials, which will be made available on the board web-site.

2.3. The board shall support students on a system-wide basis, as they develop skills and act as decision-makers to effect positive environmental change through sharing school and student projects across the board that demonstrates engagement in environmental stewardship

2.4. The board shall encourage environmental learning for all students through the use of indoor and outdoor classrooms; actively pursuing action research with community environmental groups using a combination of information technology and field work (e.g., Shaw Woods project, Stewardship Council, Hila Science, Algonquin College).

2.5. High schools within the board shall offer community-linked experiences and programs, such as Specialist High Skills Major focused on the environment, cooperative education & the work-place (where possible).

2.6 The board shall foster stewardship education in by drawing upon resources rooted in the rich tradition and teaching of our Catholic faith. (Cf., *Curriculum Support for Catholic Schools*. EOCCC, 2005)

3. Environmental Leadership

3.1 To increase student knowledge, skills, and perspectives that foster environmental stewardship through an integrated approach, Board personnel shall use relevant curriculum resource documents as well as Catholic curriculum support resources to support successful implementation of revised curricula (*e.g., Environmental Education: Scope & Sequence of Expectations grades 1-8 and 9-12)* which reflect our distinctive Catholic mandate, as appropriate. (See, Board Web Page "The Environment, Environmental Stewardship").

3.2. The Board shall support staff and students in linking environmental knowledge within a Christian cosmology, related skills and activities to:

-the teachings of diverse communities, including First Nation, Métis and Inuit peoples
-the principles of faith-filled responsible citizenship.

Most importantly, the board shall strive to create respectful relationships with the local aboriginal communities, and help all staff and students learn from the environmental teachings of local Pikwàkanagàn elders.

3.3 Whenever possible, the Board shall support the development of action-based projects in schools and challenge students to develop skills in systems thinking and futures thinking within a Catholic moral framework that enables them to engage these skills as disciples of Christ who are discerning believers and active citizens.

3.4. The Board shall provide opportunities for educators to develop and share activities, integrated approaches and action research projects related to environmental education (*e.g., Ontario EcoSchools: Five-step process*) and make such information available on the board web-site.

3.5. The Board shall encourage and assist with community development of innovative interdisciplinary programs that focus on the environment and field components (e.g., Shaw Woods Outdoor Education Centre, Hila Science).

4. Waste Reduction/Minimization

4.1 In order to increase the extent to which environmental education is integrated into school board policies, procedures and the strategic plan, the Board shall create a system-wide Environmental Education Committee that will share ideas and help review components of the Community, Culture and Caring component of the Board's Annual Board Improvement Plan, which will be annually reviewed, renewed, and communicated to all stakeholders via efficient and environmentally responsible methods (i.e., the leadership collaboration site and board web-site).

4.2. The Board shall encourage students to form environmental clubs in their schools to identify, research, plan, implement and monitor school and/or community projects and will provide a forum for students to develop and share ideas within a distinctive Catholic world view across the board (i.e., Board web-site, The Notebook).

4.3. The Board shall work closely with the Board's Parent Involvement Committee and school councils to promote habitat restoration and school ground greening initiatives. The Board shall also promote provincial funding opportunities and encourage schools to identify with habitat restoration groups (i.e., Stewardship Council, Bonnechere Watershed Project, and Earth Rangers).

4.5. In order to promote the 4 R's and model stewardship for all students and staff in the system, the Board shall:

- ✓ cooperate with municipalities to maintain and promote the reducing, reusing, and recycling programs of all properties;
- ✓ ensure that offices and classrooms have the necessary materials and equipment to reduce, reuse and recycle products (i.e., blue or green boxes, bins, toner/printer cartridges, etc.)
- ✓ promote waste-free lunches in schools to minimize food related waste;
- ✓ promote composting;
- ✓ promote reusing paper and reusing or recycling dated resource materials;
- ✓ advertise internally surplus resources, furniture and equipment;
- ✓ limit paper use by reusing scrap paper and educating individuals on how to photocopy and print double-sided;
- ✓ promote tree planting and school greening initiatives
- ✓ promote electronic communication of all newsletters and all other school and board information (i.e., paperless communication).
- ✓ utilize a sibling list when sending printed information to parents

5. Energy and Conservation

5.1. In promoting the wise use of energy and conservation practices, the Board shall inform employees and students to use sleep mode or "off" when all lights, computers, monitors and other electronic equipment is not in use.

5.2. The Board shall implement consolidation practices (i.e., computer networking) to ensure energy conservation.

5.3. Plant operations shall ensure that space around windows, vents, doors are kept free from obstructions and staff shall be instructed to close windows and doors when possible. In addition, plant employees shall ensure that weather stripping is examined for deficiencies and replaced when necessary.

5.4. The Plant department, custodians and principals shall ensure that schools during the heating season, adhere to Board standard room temperatures of 21 degrees Celsius or less and 15 degrees Celsius during weekends and school breaks.

5.5. Plant and custodial staff shall actively promote the reduction of heat in areas not being utilized by turning down thermostats or making maximum use of its computer controlled temperature systems and systems that promote air-flow.

5.6. The Board shall encourage custodial staff to monitor air conditioning when a building is not utilized and ensure air conditioners are not set lower than 10 degrees below outside temperature.

5.7. The Board shall ensure the use of energy efficient products (i.e., compact fluorescent light bulbs), consider the use of renewable sources of energy (i.e., solar/wind, geothermal) where practical and ensure that mechanical equipment, air filters, water faucets, ventilation and heating systems are checked and cleaned regularly and any problems or defects are reported promptly and acted upon in a timely fashion.

6. **Purchasing**

6.1. As the purchasing of environmentally friendly products promotes the philosophy of stewardship, the Board shall be selective where possible, about the products and packaging purchased as they influence the environment (i.e., Energy Star).

6.2. The Board shall discourage and where appropriate prohibit the use of products used for celebrations and promotions that would have a negative effect on the environment.

6.3. The Board shall discourage schools from participating in fundraising activities which do not have environmentally sound practices.

6.4. The Board shall encourage the use of the following environmentally sound practices by all personnel.

6.5 The Board will endeavour to use resources which have been manufactured in ways which ensure sustainable environmental conditions for persons living and relying on lands in the vicinity of these manufacturing facilities.

- ✓ focus on reducing waste as a primary objective,
- ✓ consider reuse, recycle, and recovery of waste materials;
- ✓ reduce energy consumption;
- ✓ use environmentally safe maintenance and cleaning products; dispose of harmful products in an environmentally safe manner;
- ✓ use safe materials and methods with pest and herbicide controls;
- ✓ employ natural methods in ground care practices that reduce the use of chemicals, while ensuring the safety of the school community;
- ✓ consider environmental principles including alternate sources of energy and energy reducing strategies in school settings and designs.

V. Related Information

Procedures for this Policy

Procedure A: Teaching and Learning
Procedure B: Student Engagement and Community Connections
Procedure C: Environmental Leadership
Appendix: Web Resources

Related Board Policies and Programs

POLICY (Finance): Supply Chain – BPS Procurement
Cleaning Standards Program

Ministry of Education

Acting Today, Shaping Tomorrow: a Policy Framework for Environmental Education in Ontario Schools (Ministry of Education, 2009)

Ontario Curriculum Grades 1-8, Environmental Education: Scope and Sequence of Expectations (Ministry of Education, 2008)

Ontario Curriculum Grades 9-12, Environmental Education: Scope and Sequence of Expectations (Ministry of Education, 2008)

Ready, Set, Green Tips, Techniques and Resources from Ontario Educators

Shaping our Schools, Shaping our Future: Environmental Education in Ontario Schools (Ministry of Education, 2007)

Other

Ontario Catholic School Graduate Expectations

Procedure A: Environmental Education & Stewardship - Teaching and Learning

I. Overview / Procedure Description

As a Catholic school board we believe that we are called to show leadership in environmental and personal stewardship both globally and locally. As Catholic believers we are called to see the entire universe as God's ongoing creative work of endless love for humankind in Christ, through whom all things were made (Jn 1:3; Col 1: 15-20). As Catholic educators, we are called to share, nurture and rightly guide our students to embrace this vision as their own.

The Ministry of Education Environmental Education Policy Framework seeks to:

- Build a "healthy society" both locally and globally
- Enhance students' critical thinking and problem-solving skills and build community awareness
- Effectively link the Ontario First Nation, Métis, and Inuit education policy framework to environmental education
- Effectively link human well being and the Foundations for a Healthy School framework to environmental education
- Promote student knowledge of environmental issues and environmental literacy
- There are four key areas including: teaching and learning; student engagement and community connections; and environmental leadership

II. Area of Responsibility

a) Board of Trustees;
b) Senior Administration of the Board (Director, Supervisory Officers and Managers);
c) Board supervisors including Principals and Vice-Principals; and
d) Board employees.

III. Procedure Steps / Checklist

1. Guiding Principle:

"Environmental education enables students to develop the knowledge and skills they need to be environmentally active and responsible citizens and to apply their knowledge and skills cooperatively to effect long-term change." (Acting Today, Shaping Tomorrow, 2009)

2. Implementation:

To increase student knowledge and develop skills and perspectives that foster environmental stewardship, the Renfrew County Catholic District School Board sees the importance in educational programming that will:

a) ensure that environmental education and practice are incorporated into the content and methodology of the instructional program in all divisions and subject areas, as appropriate, through the use of relevant curriculum resource documents;
b) support staff and students in being environmentally literate through an integrated approach that promotes collaboration in the development of resources and activities that support the teachings of diverse communities, including First Nation, Métis, and Inuit peoples;
c) deepen students' connection to the natural world by expanding innovative interdisciplinary, experiential programs focusing on the environment;

d) link the Board improvement plans to the local School Improvement Plans, reflecting a school culture of environmental stewardship;
e) support the Eco-Schools Initiative that builds an environmental awareness with all the stakeholders;
f) develop leaders in the promotion of behavioural/attitudinal changes that affect conscious decision making and active citizenship;
g) provide staff and students with opportunities to apply environmental learning in the natural environment i.e. school yards, gardens, outdoor education;
h) engage all departments within the board in conversations to ensure that systematically we are aware of environmental best practices.

Procedure B: Environmental Education & Stewardship – Student Engagement & Community Connections

I. Overview / Procedure Description

"Students must be active participants in shaping their future. Student engagement involves the active participation of all students in sustainable environmental practices, a strong student voice in decisions making, and involvement in the school and community in meaningful ways. Environmental education stimulates student engagement by focusing on the importance of relationships between action and reflection, local and global issues, and peoples' desires and needs." (Acting Today, Shaping Tomorrow, 2009)

II. Areas of Responsibility

a) Board of Trustees;
b) Senior Administration of the Board (Director, Supervisory Officers and Managers);
c) Board supervisors including Principals and Vice-Principals; and
d) Board employees.

III. Procedure Steps / Checklist

1. School Level:

a) At the school level, students will be encouraged to enrich their learning by:
- using information technology to access resources, connect with others, and create e-communities that focus on environmental issues;
- addressing environmental issues in their homes, in their local communities, or at the global level.

b) Principals and teachers will encourage students to plan and participate in environmental education activities.

2. Board Support:

a) In order to create the extent to which environmental education is integrated into school board policies, procedures, and strategic plan, the Board will:
- support schools in adopting environmentally responsible management practices that are consistent with board policy;
- support strategies, programs, and procedures to protect and conserve the environment, while ensuring that schools and workplace environments are safe and healthy;
- support environmentally responsible purchasing practices, while considering quality, price, and service;
- encourage all stakeholders to adopt and promote environmentally appropriate practices.

b) In working with their community partners to help extend engagement in, and responsibility for, environmental education to the broader community, the Board will share information about local resources that support environmental awareness and protection, energy conservation, waste management, protection of the biosphere, and outdoor education activities.

Procedure C: Environmental Education & Stewardship – Environmental Leadership

I. Overview / Procedure Description

By exercising environmental responsibility in its operations, the Renfrew County Catholic District School Board is demonstrating our Catholic faith by serving as a model of corporate citizenship for students and the broader community and can ensure coherence with the environmental messages conveyed by the curriculum.

"God saw everything that God had made, and indeed, it was very good." Genesis 1:31

II. Areas of Responsibility

a) Board of Trustees;
b) Senior Administration of the Board (Director, Supervisory Officers and Managers);
c) Board supervisors including Principals and Vice-Principals; and
d) Board employees.

III. Procedure Steps / Checklist

The Board shall exercise environmental responsibility in its operations by respecting the following principles:

a) **Environmental Sustainability** - The long-term maintenance of ecosystems and other environmental systems for the benefit of future generations.
b) **Environmentally Literate** - A set of knowledge, skills, and attitudes that enable one to understand the inter-relationship between living and non-living things, and actively and thoughtfully work toward the care and protection of the environment.
c) **Environmental Stewardship** - The philosophy and accompanying actions of valuing and protecting the environment as something held in trust for future generations.
d) **Environmental Education*:*** Education about the environment, for the environment and in the environment that promotes an understanding of rich and active experience in, and an appreciation for the dynamic interactions of:
    - The Earth's physical and biological systems;
    - The dependency of our social and economic systems on these natural systems;
    - The scientific and human dimensions of environmental issues;
    - The positive and negative consequences, both intended and unintended, of the interactions between human created and natural systems.

POLICY: Equity and Inclusive Education

I. Purpose of Policy

The Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within its Catholic community.

The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. The Board recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the *Ontario Human Rights Code*, the *Constitution Act, 1982* and confirmed in the *Canadian Charter of Rights and Freedoms*.

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy and the Ontario Ministry of Education (the "Ministry") Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code*.

II. Policy Statement

1. Guiding Principles and Commitment Statements

a) The Board is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights

b) The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

c) The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized.

d) The Board is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

e) The Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

f) The Board is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.

g) The Board is committed to providing the school community, including students, with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.

h) The Board is committed to assessing and monitoring its progress in implementing The Strategy; to embedding the principles of Equity and Inclusive Education into all Board policies, programs, guidelines and practices; and to communicating these results to the community.

III. Related Information

Procedures / Guidelines for this Policy

Procedure: Implementation of Equity and Inclusive Education
Appendix: Religious Accommodation Guideline

Ministry of Education

2009_06_24 Policy / Program Memorandum (PPM) No. 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools..
2009 Realizing the Promise of Diversity - Ontario's Equity and Inclusive Education Strategy.
2009 Equity and Inclusive Education in Ontario Schools – Guidelines for Policy Development and Implementation.

Procedure: Implementation of Equity and Inclusive Education

I. Overview / Procedure Description

The Board is committed to provide in all its operations an educational environment which supports and enables diversity within its Catholic community. The purpose of this administrative procedure is to provide a guideline to assist board members, principals, teachers, support staff and the school communities of the Board in taking a leadership role in these areas.

This policy will be framed in eight areas in accordance with the *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*, *Ontario's Equity and Inclusive Education Strategy* and Policy/Program Memorandum 119 (2009) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools.

II. Areas of Responsibility

Supervisory Officers, Managers, Principals, Consultants, Co-ordinators, Teachers and Support Staff.

III. Guiding Principles

1. Board Policies, Programs, Procedures and Practices:

a) The Board recognizes the importance of antiracism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which fosters racial and ethno-cultural understanding.

b) The Board will ensure that its policy review cycle will result in the alignment and integration of the requirements of Policy/Program No. 119 and the Strategy with all Board policies, programs, procedures, and practices.

c) The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture.

d) Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards.

2. Shared and Committed Leadership:

a) The Board subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that cultivate equity and inclusion.

b) The Board is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

c) The Board recognizes the critical connection between student leadership and improved student achievement and will strive to include the student voice in all aspects of the implementation of equity and inclusive education.

d) In accordance with the Ministry's Ontario Leadership Strategy, effective Board and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents, unions, colleges and universities, service organizations and other community partners.

3. School Community Relationships:

a) The Board recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community. The Board further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy.

b) The Board will seek collaboration with and active engagement from students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.

c) The Board will identify, examine, and remove any barriers that exist, that are part of systemic discrimination under the *Code*, and that prevent full participatory school-community relations.

4. Inclusive Curriculum and Assessment Practices:

a) When we consider inclusive curriculum and assessment practices, we need to consider both the "how" and the "what". What we bring to students in terms of content is as important as the way it is delivered. We must consider both what is said and what is not said, as it is known that our students learn both the explicit and hidden curricula. Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

b) Effective evaluation includes researched best practices that truly reflect the current level of achievement of the student. Multiple opportunities for assessment allow for student learning and accuracy of assessment and instruction.

c) Students must be represented in the curriculum and heard in the assessment and evaluation. Students' voice is fundamental in the planning for instruction and the accuracy of assessment.

5. Religious Accommodation:

a) Committed to the mission of the Church, the Board provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability, in accordance with the Ontario *Human Rights Code* and Ministry Policy/Program Memorandum No. 108.

b) Within the framework of gospel values, traditions, and the Board's denominational rights, in recognition of this diversity, the Board will attempt to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights.

6. School Climate and the Prevention of Discrimination and Harassment:

a) The Board recognizes that a safe and welcoming environment is most conducive to learning. The Board will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour.

b) The Board acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

c) The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors.

7. Professional Learning:

a) The Staff of the Board is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. The Board, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices.

b) Professional learning increases the knowledge and skills that teachers bring to the craft and science of teaching, and, thus, engages the student with increasing complexity and precision teaching. Perpetual professional learning is the groundwork for positive changes in our schools. Professional learning must include knowledge creation and knowledge sharing to ensure that all voices are represented and that we recognize that there is no essential knowledge but rather a continued quest towards deeper representation of all with our knowledge base.

c) Distributed, deep and sustained changes in practice and structures in school are key elements of professional learning and have impact on student learning, engagement and success in a knowledge society. Professional Learning works to engage all learners and strives for student success and includes the following:

i) Changes in thinking and practices of teachers
ii) Collaborative inquiry at various levels within the school
iii) Pursuit of innovation (Katz, Earl and Jaafar, 2009)

8. Accountability and Transparency:

The Board acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the Board, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of the *Strategy*.

IV. Procedure Steps / Checklist

1. Board Policies, Programs, Procedures and Practices:

The Board will:

a) Establish the foundational framework that will inform their review and/or development and implementation of a comprehensive equity and inclusive education policy that recognizes and eliminates biases related to race, class, ethnicity, gender, sexual orientation, disability, family status, religion and linguistic differences as well as socio-economic factors.

b) Review existing equity and inclusive education policies and/or extend or develop such policies to fulfill the requirements of existing regulations, the *Strategy*, Policy/Program Memorandum No. 119, and the *Code,* in accordance with the denominational rights afforded to the Catholic school system.

c) Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, guidelines, operations, practices, and Board improvement plans.

d) Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's equity and inclusive education policy.

e) Collect information needed to monitor the effects of the implementation of the Equity and Inclusion Education policy by the Board.
f) Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the *Code*.
g) Provide training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society.
h) Provide opportunities for the diverse school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
i) Investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the *Code*.

Board Schools will:

j) Review existing school policies, for example, codes of conduct, to determine that they reflect the principles of equity and inclusive education.
k) Extend, develop, and implement strategies to actively engage students, parents, families, and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.
l) Implement Board equity and inclusive education policies, programs and school improvement plans consistent with the *Code* and that reflect the needs of their diverse Catholic school community.

2. Shared and Committed Leadership:

The Board will:

a) Identify and appoint a contact person to liaise with the Ministry and other Boards to share challenges, promising practices and resources.
b) Provide extensive and ongoing education and training for students, administrators, teachers (including guidance counsellors), support staff and trustees in implementing equity and inclusive education and leadership initiatives.
c) Establish selection criteria for leadership positions that prioritize demonstrated commitment, knowledge and skills related to equity and inclusive education implementation and inclusive leadership, and consistent with proactive Code compliance.
d) Provide ongoing training for all staff that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
e) Strive to ensure that members of communities that are underserved and /or marginalized are included in the shared leadership.

Board Schools will:

f) Establish a collaborative culture where the collective capabilities and voices of all stakeholders are used to develop and implement equity and inclusive education goals.
g) Promote equity minded student leadership related to issues of social justice.
h) Develop initiatives such as a Student Leadership Conference in Equity with student facilitators representing diverse voices and experiences.
i) Demonstrate leadership in setting the tone for the positive and proactive implementation of the Equity Strategy within the school.

3. School-Community Relationships:

The Board will:

a) Develop a database of information that establishes the diversity of communities based on self-identification.
b) Review and/or initiate tools, for example, school climate surveys, to determine stakeholders' views on school environment and act upon relevant next steps.

c) Take proactive steps to ensure that existing committees represent the diversity of the wider community.
d) Review and deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
e) Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations, including business groups, to ensure inclusion.
f) Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
g) Identify under-represented communities and facilitate their participation and involvement in Board activities
h) Gather and use the knowledge, skills, and experience of Board community partners to enrich the total educational and career experiences of staff, students, and volunteers.

Board Schools will:

i) Implement strategies to review existing community partnerships to ensure that they reflect the diversity of the broader community.
j) Invite and support representation of diverse groups on school committees, including school improvement planning.
k) Engage stakeholders in community forums to listen and address concerns and suggestions.
l) Reflect the approaches described above in their outreach to the broader community.

4. Inclusive Curriculum and Assessment Practices:

The Board will:

a) Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated in order to reduce the achievement gap. The principles of such a review will be consistent with the *Code.*
b) Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination (e.g., race, gender, disability).

Board Schools will:

c) Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated; the principles of such a review will be consistent with the *Code*.
    i) Promote grade team planning and use of Teaching Learning Critical Pathways; including teacher moderated marking to ensure a collaborative approach to student assessment.
    ii) Ensure that assessment and evaluation support growth and learning, with the belief that each and every student can achieve and be successful given the appropriate time and support.
    iii) Provide education and training based on the belief that all students can learn and ensure that it is reflected in expectations of students' assessment and evaluation practices, counselling about available program options, and other counselling practices.
    iv) Use a variety of assessment strategies and instruments to inform short- and long-term planning to reduce gaps in student achievement and improve student learning.

d) Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices;

i) Provide multiple opportunities for assessment (self, peer, teacher, student led conferencing and /or parent/student and teacher interviews).

ii) Adjust instruction based on the results of formative assessment. Feedback to students must be specific, timely and promote further learning.

iii) Ensure collaborative learning structures recognizing the variety of learning styles and multiple intelligences.

iv) Ensure consistent monitoring of the growth of students who are on Individual Education Plans and/or are English Language Learners to ensure that the specific needs of students are addressed through the accuracy of programming based on best practices in assessment; all needed accommodations and modifications must be in place to assist the student in accessing the curriculum.

v) Ensure all students who have English language learning needs receive an education program that closely aligns with their specific needs and that ensures equity of access to the curriculum.

vi) Ensure parents (and students where appropriate) are actively involved in identification and placement decisions, including those required by the Identification, Placement and Review Committee.

vii) Ensure access and use of assistive technologies for students who require accommodations to support achievement and success.

viii) Improve student learning and achievement through the use of differentiated product (e.g. an oral response for a reading comprehension task or a mind map in lieu of an essay or a dramatic performance that demonstrates the student's learning).

ix) Engage students as active participants in their learning (e.g. students seeing and hearing themselves in the curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy; research based practices in assessment and evaluation).

x) Review and reflect upon classroom practices and revise them as needed to help ensure that they are aligned with school-wide equity and inclusive education policies.

xi) Make certain that resources and instructional strategies are in accordance with Catholic teachings and values; are in compliance with the provisions of the Code with respect to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encourage open discussion of the prohibited grounds of discrimination under the code (e.g., race, gender, disability) in society, the community, and the school.

5. Religious Accommodation:

The Board will:

a) Consult with a variety of individuals and groups who represent the religious diversity of the Board in the development and implementation of this policy.

b) Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.

c) Prepare a religious accommodation guideline in keeping with the Code, and consistent with its denominational rights, which prohibits discrimination on the grounds of creed, and other Code protected grounds, and provides a duty to accommodate.

d) Provide religious accommodation for students and staff, where reasonable and consistent with the *Code*.

Board Schools will:

e) Revise / Implement their religious accommodation practices to align with the Board's religious accommodation guideline.

6, School Climate and the Prevention of Discrimination and Harassment:

The Board will:

a) Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the broader community have better Board-level representation and greater access to Board initiatives.

b) Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable Boards to respond in a timely manner.

c) In an effort to alleviate the negative impact of suspensions and exclusions on students, proactive programs will be initiated or expanded to decrease the number of suspensions and expulsions.

d) Create a climate in which excellence is continually strived for and respect for all permeates the environment.

e) Communicate that administrators are expected to use progressive discipline and professional discretion, and to understand the duty to accommodate students with disabilities.

Board Schools will:

f) Ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment.

g) Ensure the use of progressive discipline including peer mediation and restorative justice.

h) Welcome, respect and validate the contributions of all students, parents, and other members of the school community.

i) Ensure that every student is supported as outlined in Student Success strategies, *Learning for All*, *Reach Every Student* and other applicable legislation, and is inspired to succeed in a culture of high expectations for learning.

j) Ensure that school codes of conduct reflect the needs of the diverse Catholic community served by the school and are developed with the active consultation and involvement of students, staff, parents, and a representative cross-section of community members.

k) Review or develop guidelines and procedures to address the prohibited grounds of discrimination under the Code as they may apply to students, staff, and others in the Catholic community.

l) Ensure that the established Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response in accordance with the requirements of Bill 157.

m) Ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, families, and others in the school community.

7. Professional Learning:

The Board will:

a) Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.

b) Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives.

c) Provide antiracism and antidiscrimination training that examines power and privilege, including training in prevention and early intervention strategies.
d) Ensure that training includes information on cross-cultural differences, and promotes a deeper understanding of exceptionalities and of how to mitigate discipline, in light of its effect on students with disabilities.
e) Provide ongoing opportunities for students, administrators, teachers, support and Board staff, as well as trustees, to participate in equity and inclusive education training and leadership initiatives.
f) Ensure that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.
g) Identify a Board equity and inclusive education contact to liaise with the Ministry of Education and other Boards in order to share challenges, promising practices, and resources.

Board Schools will:

h) Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
i) Promote collaborative teams that learn together through job embedded learning, implement their learnings and reflect together on best practices.
j) Build staff capacity through ongoing needs based professional learning determined through data analysis and based on results.
k) Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
l) Develop Equity initiatives such as Equity Walks and provide timely and specific feedback that will further school-wide equitable practices.

8. Accountability and Transparency:

The Board will:

a) Embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices.
b) Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the Board's website.
c) Seek and use feedback to improve the Equity and Inclusive Education policy, in the spirit of continuous improvement.
d) Engage Board and school teams in school improvement planning with particular emphasis on using data to identify and remove barriers to student achievement, to raise awareness about discriminatory practices and to encourage conversations and collaborative actions about racism and other equity issues.
e) Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
f) Report on the progress of implementation of The Strategy and its impact on student achievement using specific criteria.
g) Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.

Board Schools will:

h) Report student achievement data annually to the Board and intervene at all levels to ensure the achievement and success of those students who are underserved in our system.
i) Develop and communicate evidence based school improvement plans that are aligned with *The Strategy*.
j) Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's equity and inclusive education plans and procedures.

V. Related Information

Related Board Policies / Procedures

POLICY: Equity and Inclusive Education
Appendix: Religious Accommodation Guideline

Appendix: Religious Accommodation Guideline

I. Introduction

MISSION STATEMENT
The Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their families.

GENERAL PRINCIPLES
The Board (the Board) believes in the dignity of all people and their equality as children of God. The Board recognizes the importance of freedom of religion and strives to recognize, value and honour the many customs, traditions and beliefs that make up the Catholic community.

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion.

In accordance with the Catholic Church's teachings, it is the policy of the Board to provide, in all its operations, an educational environment which promotes and supports diversity within its Catholic community as well as the equal attainment of life opportunities for all students, staff, parents and other members of that community.

II. Legislative and Policy Context

1. All school boards exist within a broader context of law and public policy that protect and defend human rights. At the Board, a number of policy statements have been developed that reinforce both federal and provincial legislation, and also help ensure that the freedoms they set out are protected within the school system.

2. The *Canadian Charter of Rights and Freedoms* (Section 15) guarantees freedom of religion. The Ontario *Human Rights Code* (The Code) protects an individual's freedom from discriminatory or harassing behaviours based on religion. Consistent with this legislation is The *Education Act*, its Regulations and policies governing Equity and Inclusion in Schools: PPM No 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools", R.R.O. 1990, Regulation 298, "Operation of School-General" s 27-29, under the heading "Religion in Schools", PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools".

3. The Board and its staff are committed to the elimination of discrimination as outlined in this Federal and Provincial legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1982* and as recognized in section 19 of the *Ontario Human Rights Code* ("the Code").

4. The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion through is human rights policy, equity and inclusive education policy, the safe schools policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of the Code.

5. This Policy reflects the Board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings.

III. General Procedures

1. Purpose

a) The purpose of this guideline is to ensure that all Board staff, students, parents and other members of the school community are aware of their rights and responsibilities under the *Code* with respect to religious accommodation. It also sets out the Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. In accordance with the Equity Strategy, the *Code* and OHRC's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.

b) The Board is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

2. Accommodation Based on Request

a) The Board will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

b) The Board will base its decision to accommodate by applying the Code's criteria of undue hardship, the Board's ability to fulfill its duties under Board policies and the Education Act.

c) When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, e.g. wearing a head covering is not the responsibility of the school or the Board.

3. General Procedure for Religious Accommodation

a) **Staff**

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement.

b) **Students**

Students must present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days. Such procedures shall be easy for staff, students and parents to understand.

4. Unresolved Requests

Despite the Board's commitment to accommodate, an individual may feel that discrimination based on religion has occurred. The Board will take reasonable and timely steps to address the unresolved issues raised by the affected person which could include dispute resolution mechanism.

5. Areas of Accommodation

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

1. School opening and closing exercises;
2. Leave of Absence for Religious Holy Days;
3. Prayer;
4. Dietary requirements;
5. Fasting;
6. Religious dress;
7. Modesty requirements in physical education; and
8. Participation in daily activities and curriculum.

IV. Areas of Accommodation

1. School Opening and Closing Ceremonies

a) Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

b) Memorandum No. 108 states the following:

i) All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.

ii) The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.

iii) Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item i) above, it must be composed of either or both of the following:

- One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
- A period of silence.

iv) Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right. These requirements will be interpreted in accordance with the *Code* and the Board will consider other requests for accommodation as may be made.

2. Absence for Religious Holy Days

a) The Board affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a "holy day by the Church or religious denomination to which he/she belongs."

b) All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.

c) The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days:

Examples of Significant Holy Days	
Baha'i	Ridvan
Buddhist	Lunar New Year/Chinese
Western Christian	Good Friday
Eastern Christian	Christmas Holy Friday
Hindu	Diwali
Jewish	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
Muslim	Eid-ul-Fitr Eid-ul-Adha
Sikh	Baisakhi

d) **Guidelines for Administrators**

i) All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

ii) Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

iii) Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

iv) Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

v) All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

vi) For consultation or further clarification of questions, administrators should contact Jaimie Perry, Superintendent of Education, Renfrew County Catholic District School Board, 499 Pembroke St. W., Pembroke, Ontario, K8A 5P1.

vii) Unresolved Requests:

- Employee
  In the event that, after an employee's consultation with the Superintendent of Education, unresolved issues remain, then the matter will be referred to the Manager of Human Resources.
- Students
  In the event that a student maintains that his or her rights under the Board's religious accommodation policy have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

3. Prayer

The Board recognizes the significance of prayer in religious practice. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Adult presence should be for supervision purposes only.

4. Dietary Restrictions

a) The Board is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

b) Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

c) Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

5. Fasting

The Board is sensitive to religious periods of fasting. Board schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and Board schools should make reasonable efforts to provide appropriate accommodations.

6. Religious Dress

a) "Dress Code" is the appropriate dress policy established by a school, and may include a school uniform.

b) The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school's Dress Code. Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.

c) Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs

- Crucifixes, Stars of David, etc.
- Items of ceremonial dress

d) Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.

e) Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.

f) The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. The Board and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an individual's religious attire and there will be appropriate consequences for individuals who violate this rule.

g) There are religious communities that require specific items of ceremonial dress which may be commonly perceived as contravening Board policies, for example the wearing of the Kirpan by Khalsa Sikh students. For specific guidelines on the accommodation of Khalsa Sikh students wishing to carry a Kirpan, please see the following guideline.

GUIDELINE FOR KIRPAN ACCOMMODATION
A Kirpan is a ceremonial sword that must be worn by all baptised Khalsa Sikhs. The Board seeks to accommodate Khalsa Sikhs who wear a kirpan under the following conditions as follows:

- At the beginning of the school year or upon registration, the student and parents/guardians must report to their respective school administration that they are Khalsa Sikhs and wear the five articles of faith, including a Kirpan.

The principal, in consultation with the student and his/her parents/guardians, will develop appropriate accommodations to allow the student to wear the Kirpan while ensuring the safety of others. These may include the following conditions:

- The Kirpan is six inches or less.
- The Kirpan will be sufficiently secured with a stitched flap so it is not easily removed from its sheath.
- The Kirpan will not be worn visibly, but under the wearer's clothing.
- There is notification in writing to the principal by the parents/guardians and student and, where possible, from the Guardwara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
- Students under the age of eighteen must be accompanied by parents/guardians when discussing the rules regarding the wearing of a Kirpan.

7. Modesty Requirements for Dress in Physical Education Classes

a) The Board recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Such policies should be designed inclusively, taking into account common religious needs that may exist.

b) If a family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

8. Participation in Daily Activities and Curriculum

a) The Board will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.

b) The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines, activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.

c) It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general.

d) The Ministry of Education recommends substitutions when there are exemptions requested related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements). In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum. Hopefully, these questions can be solved by an open discussion between the teacher, the student and his/her family.

V. Limits to Religious Accommodation

1. The Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.

2. The Board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.

3. As for chapels in Catholic schools, they are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.

4. It is therefore recommended:
    - that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions; and
    - that Catholic school boards consult with their respective local Ordinary on such accommodations.

VI. Definitions

1. Accommodation

a) The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination: The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5).

b) The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

2. Creed

a) Creed is interpreted by the Ontario Human Rights Commission's 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

b) Creed does not include secular, moral, or ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).

3. Undue Hardship

a) Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the Policy and Guidelines on Disability and the Duty to Accommodate). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence. For more information about the evidence needed to prove undue hardship, see Human Rights at Work, p. 133-134 and Appendix E.

b) A determination that an accommodation will create undue hardship carries with it significant liability for the Board. It should be made only with the approval of the appropriate Supervisory Officer or where appropriate the Board of Trustees.

c) Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario Human Rights Code.

d) Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

VII. Related Information

Procedures / Guidelines for this Policy

POLICY: Equity and Inclusive Education
Procedure: Implementation of Equity and Inclusive Education

POLICY: Facility Dog Visits to School

I. Purpose of Policy

*Therapy dogs [**Facility dogs**] in educational settings have gained traction in recent times. Increasingly, dogs have provided **therapeutic support** in early education settings, primary and secondary schools, as well as university settings to support students' well-being, promote a sense of belonging in school, reduce stress and anxiety, and even facilitate learning*. (Grove, Henderson, Lee & Wardlaw, 2021)

In Canada Facility Dogs are ***working dogs trained by non-profit or charity organizations*** for work in organizations, facilities and institutions such as schools, hospitals, courtrooms, fire stations etc. Facility Dogs are a type of Assistance Dog that is carefully selected for their temperament and intelligence. All Facility Dog training programs have rigorous testing, certification, and continuous training for the dog's specific work tasks. Generally, Facility Dog's work skills include: calm and obedient temperaments, exceptional empathy, and specific tasks that help the dog perform actions and behaviours that are therapeutic and supportive to humans.

Facility Dogs can provide ***academic support*** through a variety of activities like literacy and numeracy skills, operational stress intervention by recognizing and alerting to signs of human distress, and ***therapeutic physical and mental health support*** through a variety of physical tasks (like mobility tasks or repetitive cognition activities).

This Policy sets out the requirements for facility dog visits to school for the ***purpose of improving students' developmental and psychosocial health.***

II. Policy Statement

1. Preliminary Meeting with the School Principal

Before a Facility Dog and Handler visit to a Board school, the School Principal shall schedule a preliminary meeting with the Facility Dog Organization to review the Facility Dog Visits to School policy documents.

2. Procedure A – School Principal Checklist

Procedure A sets out a checklist for a School Principal to follow.

3. Facility Dog Organization Information (Appendix A)

Appendix A sets out the information the Board requires prior to a Facility Dog and Handler visit to a Board school.

4. Facility Dog Handler Responsibility Agreement (Appendix B)

Appendix B sets out the responsibilities of the Facility Dog Handler. A signed original of Appendix B is required prior to a Facility Dog and Handler visit to a Board school.

5. Staff and Parent / Student Notices (Appendices C and D)

a) Notices:
Prior to a Facility Dog / Handler visit to their school, the School Principal shall notify the school staff and parents of children in the school. Appendices C and D set out sample staff email notices and sample parent letter notices.

b) Concerns:
The School Principal shall address any written or email concerns which arise.

6. Parent / Guardian Informed Consent for Facility Dog Visit (Appendix E)

The School Principal shall obtain an informed consent from the parent / guardian of students with whom the Facility Dog and Handler will interact in a planned program.

7. Graphic Notice of Facility Dog / Handler Visit to School (Appendix F)

The School Principal shall post the Graphic Notice on each entry door to the school when a Facility Dog and Handler are visiting the school.

III. Definitions

ASSISTANCE DOGS INTERNATIONAL (ADI)

Accreditation is a peer-review process that involves ***submission of paperwork*** in advance (a pre-packet) of an ***on-site survey by a trained accreditation assessor***. The on-site survey is conducted over several days that includes the assessor interviewing staff, clients, volunteers, and board member; reviewing paperwork and files; observing clients and dog training; and inspecting the organization's facilities in order to make sure that all of ADI's Standards are being met. All organizations are required to be re-accredited every five (5) years in order to maintain their ADI accreditation membership status.

IMPORTANT: To apply for the ADI accreditation process, organizations must be an ADI Accredited member or Candidate organization in good standing. Candidate organizations must have been a Candidate for at least 2 years and have placed at least 10 assistance dog teams to be eligible to apply for an ADI accreditation assessment.

ADI accreditation

- *ADI Standards form the basis for ADI Accreditation. …*
- *In order for a program to be deemed compliant with ADI Standards, the program must successfully complete the ADI Accreditation Process and be approved as an Accredited Member of ADI. …*

facility dog is a ***specially trained dog*** that works with a volunteer or professional in a residential or clinic setting. The dog must be trained to do specific, skilled tasks in a variety of different situations within the facility environment with multiple clients; it must be more than just a presence within the facility. ADI certified Facility Dogs and their handlers are trained to the same standards as ADI certified Assistance Dogs. …

NOTE: ***Assistance Dog International*** (ADI) is currently the leading certifying body in Canada for Service Dogs and Facility Dogs. All organizations training Facility Dogs are affiliated with ADI.

IV. Related Information

Procedure and Appendices for this Policy

PROCEDURE A: School Principal Checklist
APPENDIX A: Facility Dog Organization Information
APPENDIX B: Handler Responsibilities
APPENDIX C: Sample Staff Email
APPENDIX D: Sample Parent Letter
APPENDIX E: Informed Parent Consent for Facility Dog Services / Visit
APPENDIX F: Graphic Notice of Facility Dog Visit

Other

Assistance Dogs International.

- Accreditation definition retrieved September 16, 2024 from the Summary of ADI Standards.]
- ADI Accreditation definition retrieved September 16, 2024 from What is Accreditation.]
- Facility Dog definition retrieved September 16, 2024 from the Glossary of Terms.]

Grove, C., Henderson, L., Lee, F. & Wardlaw, P. (2021), Therapy Dogs in Educational Settings: Guidelines and Recommendations for Implementation. *Veterinary Science* 8, p. 1

Upper Grand District School Board. (April 2018*). Therapy Dogs in Schools Protocol - P.13*. Guelph, Ontario. [Retrieved May 22, 2024, from Policies, Procedures and Protocols.]

[Copyright permission has been granted to use this Protocol as the basis for drafting the Renfrew County Catholic District School Board's policy documents, Facility Dog Visits to School.]

PROCEDURE A: School Principal Checklist

1. Rationale for Facility Dog School Visit (check all applicable bullets)

- Post event emotional support. Traumatic or tragic situation affecting students and/or staff (e.g., death, serious injury, significant incident).
- Literacy skills support to individual students, or classroom
- Other Academic support to individual students, or classroom
- Physical education or physical development support to individual students
- Social support to individual students, or classroom
- Operational Stress Intervention for school staff
- Community education, disability awareness, or social studies programming

☐ Other Rationale (List)

_____

_____

_____

☐ School Principal assessment that a facility dog visit would be beneficial for students and/or staff.

☐ Board's Special Education Coordinator's assessment that a facility dog visit would be beneficial for students and/or staff.

☐ Phone check with Facility Dog Organization: is a Facility Dog / Handler available and would they be beneficial to the students and/or staff in dealing with this traumatic situation and/or student learning / behaviour?

☐ Number of visits, duration of each visit and total cost, if any, determined.

_____

_____

_____

☐ Superintendent approval (signature). _____

2. Appendix A, Appendix B and Vaccination Certificate

☐ Confirm that the Assistant to the Superintendents of Educational Services has received:

- the signed Appendix A with the required attachments,
- a true copy of the most recent Vulnerable Sector Check and
- if necessary, a recent original signed Offence Declaration.

☐ Obtain a signed copy of Appendix B from the Assistant to the Superintendents of Educational Services.

☐ Obtain an ***up-to-date vaccination certificate*** (less than 12 months old) which includes proof of vaccinations for rabies, distemper, parvovirus and adenovirus (hepatitis) for the Facility Dog from the Assistant to the Superintendents of Educational Services or from the Facility Dog Handler.

3. Discussions with the Facility Dog Handler

☐ plan for the dog to visit the school without students present to familiarize it with the school site,

☐ obtain a detailed schedule outlining the location, times and details of when and how the dog will be used in the school,

☐ establish a timetable which considers appropriate break and rest periods for the dog.

☐ discuss the school expectations of the dog's grooming, hygiene, behaviour, role and conduct,

☐ discuss plans for meeting the personal care and physical needs of the dog including:

- the safest and most environmentally sound place for the dog to relieve itself,
- removal and disposal of animal waste; and
- provision of a suitable container for waste that the dog Handler can access.

If an elimination accident should occur, the custodian will be consulted on the proper cleaning materials for me as Handler to use.

4. Notices and Informed Consent

[Notices: Appendix C and Appendix D]

☐ Notify school staff of the dates and times that a Facility Dog will be in the school using Appendix C – Sample Staff Email.

☐ Notify parents of the students in the school of the dates and times that a Facility Dog will be in the school using the Appendix D - Sample Parent Letter.

☐ Notify students who are in any classroom where the Facility Dog will be present.

☐ Document and address any written staff concerns, written parent concerns or student concerns.

[Consents for Facility Dog and Handler interaction in a planned program. (See Appendix E template.)]

☐ Obtain an informed consent from the parent / guardian of students who will be directly interacting with the Facility Dog and Handler in a planned program.

[Notice: Appendix F]

☐ Post the Appendix F - Graphic Notice of Facility Dog Visit on all school entry doors.

5. Accident or Injury

☐ STUDENT:

- serious injury - call an ambulance (911),
- less serious injury – staff member accompanies student to emergency department,
- non superficial injury:
  - provide first aid,
  - contact student's family doctor, if possible,
  - notify parent / guardian by phone,
  - ask the parent to call for the student or have the student sent home accompanied by another member of the family, if possible,
  - do not leave an injured student at home alone,
  - if the parent / guardian consent, you may send a student home in a taxi.
- complete OSBIE incident repot (available in Edsembil).

[Consult the ***draft Policy, Accident / Injury – Student***, Schools & Students Policy Category for more information.]

☐ BOARD EMPLOYEE / WORKER:

- serious injury - call an ambulance (911),
- less serious injury – staff member accompanies employee to emergency department, if necessary,
- provide first aid,
- notify employee's family,
- complete the Principal, Manager, Supervisor (Investigation) portion of the Board's online ***Accident / Injury Report*** and submit.

[Consult the ***draft Procedure***, ***Health & Safety Procedure – Accident / Injury (Employee & Worker),*** Human Resources Policy Category for more information.]

☐ OTHER PERSON (including the Handler):

- serious injury - call an ambulance (911),
- less serious injury – adult accompanies the other person to emergency department, if necessary,
- provide first aid,
- notify other person's family,
- complete the OSBIE Incident Report as soon as possible,
- notify your Superintendent of Educational Services.

[Consult the ***draft Policy, Accident / Injury – Other Person***, Facilities Policy Category for more information.]

☐ SCHOOL PRINCIPAL OR SUPERINTENDENT OF EDUCATIONAL SERVICES:

- Notify the Facility Dog Organization.
- Notify the Facility Dog Organization's Insurance Carrier.
- Ensure that OSBIE (the Board's insurance carrier) has been notified in the event of a serious injury.
- Consult the Board's Health and Safety Officer in the event of a serious injury for any other required reporting.

APPENDIX A: Facility Dog Organization Information

Name of Facility Dog Organization (providing the Handler and the Facility Dog)

Address

Phone, Email, Website

Primary Contact: Name, phone, email

1. Facility Dog Organization Accreditation

This Facility Dog Organization is a member of and has been accredited by Assistance Dogs International (ADI).

[Circle YES NO]

☐ If Yes, a copy of Assistance Dogs International membership and accreditation is attached.

If No, this Dog Training Organization has been accredited by the following Equivalent Organization which is a member of and which is accredited by Assistance Dogs International (Name, Address, Contact Information (phone, email, web site of the Equivalent Organization).

APPENDIX A: Facility Dog Organization Information

☐ Assistance Dogs International Membership and Accreditation of Equivalent Organization is attached.

☐ The certification by above Equivalent Organization for the Facility Dog Organization (providing the Handler and the Dog) is attached.

NOTE: Assistance Dog International (ADI) is currently the leading certifying body in Canada for Service Dogs and Facility Dogs. All organizations training Facility Dogs are affiliated with ADI.

2. Named Handler and Named Dog Certification

_____

Name: Handler and Dog

_____

Handler Contact Information (Phone and email)

The above-named Handler and Dog have successfully completed the training to be certified as a Facility Dog and Handler.

[Circle YES NO]

☐ Facility Dog Organization certification of the above Handler and Dog is attached.

The above-named Handler and Dog are associated with the Dog Training Organization and are covered by the Certificate of Insurance set out in Section 3.

[Circle YES NO]

3. Insurance

☐ A Certificate of Insurance is attached from either the Dog Training Organization or from the Handler:

- Insurance Limit: at least two ($2,000,000) million dollars,
- General liability coverage,
- Primary third-party liability coverage for the named handler and the name facility dog or for all handlers and facility dogs associated with the dog training organization in an Ontario school setting including a school classroom.

APPENDIX A: Facility Dog Organization Information

☐ I acknowledge that the Renfrew County Catholic District School Board does not carry any liability and/or medical insurance for handlers and facility dogs and is not responsible if a facility dog is lost, stolen or injured.

_____

Signature of Authorized Representative of the Dog Training Organization

4. Vulnerable Sector Check and Offence Declaration

☐ I, the named Primary Contact for the Dog Organization, have made a true copy of the named Handler's Vulnerable Sector Check from the original Vulnerable Sector Check that was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database and from local police service records.

☐ I, the named Primary Contact for the Dog Organization, have obtained a signed and dated Offence Declaration from the named Handler listing all the Handler's convictions for offences under the Criminal Records Act (Canada) up to the date of the declaration that are not included in the above Vulnerable Sector Check.

NOTE: If the Vulnerable Sector Check is older than five (5) years, a new updated Vulnerable Sector Check will be required.

NOTE: If the current Offence Declaration the School Board has on file is older than 12 months, a new Offence Declaration is required.

NOTE: A template for an Offence Declaration is attached at the end of this Appendix.

I, the undersigned, am an authorized signing officer for the Facility Dog Organization providing the certified Handler and Dog.

I certify that the information provided in this Appendix and in its attachments is accurate and up to date.

Print Name of Authorized Representative	Authorized Representative Signature
Position in Organization	Date

APPENDIX A: Facility Dog Organization Information

Mail the signed ***Appendix A***, a true copy of the most recent ***Vulnerable Sector Check*** and the most recent original signed ***Offence Declaration*** to the:

Renfrew County Catholic District School Board,
499 Pembroke Street West,
Pembroke ON K8A 5P1
Attention: Administrative Assistant to Superintendents of Educational Services

The personal information in this document is collected by the Renfrew County Catholic District School Board under the authority of the Education Act (ss. 169.1 - board responsibility for student achievement and effective stewardship of resources, 170 (1) – duties of boards, and/or 171 (1) – powers of boards). The information is being collected for the education of students and for related functions. For more information, please contact the Administrative Assistant to Superintendents of Educational Services.

OFFENCE DECLARATION

Full Legal Name **Date of Birth (yyyy/mm/dd)**

Address

I DECLARE that:

☐ I have no conviction under the Criminal Code of Canada up to and including the date of this Declaration for which:

- a pardon under Section 4 (1) of the prior Criminal Records Act (Canada) has not been issued or granted; or
- a record suspension under Section 3 (1) of the current Criminal Records Act (Canada) has not been issued or granted.

☐ Since the date of my most recent Vulnerable Sector Check, I have been convicted of the following criminal offences under the Criminal Code of Canada which are listed below.

List of Offences (use additional pages if necessary):

DATE: _____

Court Location: _____

Offence for which Convicted: _____

DATE: _____

Court Location: _____

Offence for which Convicted: _____

DATE: _____

Court Location: _____

Offence for which Convicted: _____

Dated at _____this _____day of the month of _____ in the year _____

_____ _____

Witness Signature Declarant Signature

Print Witness Name: _____

BeAPPENDIX B: Handler Responsibilities' Agreement

I, the undersigned handler of the named Facility Dog, ***agree*** that visits to a Renfrew County Catholic District School Board school ***MUST be in accordance with this Agreement.***

FACILITY DOG

I WILL:

- ☐ if not already provided, provide the School Principal with an ***up-to-date vaccination certificate*** (less than 12 months old) which includes proof of vaccinations for rabies, distemper, parvovirus and adenovirus (hepatitis),
- ☐ remove the dog and notify the School Principal and the facility dog organization, if there are changes in the dog's behaviour which might affect student safety,
- ☐ always directly control and supervise the dog,
- ☐ keep the dog under the handler's verbal or physical control at all times inside and outside the school,
- ☐ always ensure that the dog is wearing a vest identifying the dog as a Facility Dog,
- ☐ be solely responsible for the supervision and humane care of the dog, including any feeding, exercising and cleaning up after the dog while the dog is on school property,
- ☐ ensure the dog is certified according to the Facility Dog Organization's standard, house broken, free of injury or illness, and of the temperament appropriate for working with children and others in the school.
- ☐ bath and groom the dog immediately prior to a school visit so animal dander, the most common source of an allergic reaction, is significantly reduced.

HANDLER

I WILL:

- ☐ immediately inform the School Principal of any incident or injury of any kind that involves the dog and/or me as its Handler,
- ☐ immediately inform the facility dog organization and their/my insurance carrier of any incident or injury of any kind that involves the dog and/or me as its Handler,

- ☐ comply with a direction from the School Principal to remove the dog from the school,
- ☐ always pay close attention to the dog and to its interactions with students,
- ☐ always have identification approved by my Facility Dog Organization (shirt, ID card, or certification may be appropriate)
- ☐ educate staff, students and others on the role of a facility dog and appropriate interactions with the dog.

UNDER ONTARIO LEGISLATION PERSONAL INFORMATION IS CONFIDENTIAL

STUDENT & STAFF PERSONAL INFORMATITION INCLUDES:

- ☐ personal characteristics (race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status),
- ☐ education, medical, psychiatric, psychological, criminal or employment history,
- ☐ identifying number or symbol,
- ☐ contact information,
- ☐ private or confidential communications with Board or school staff.
- ☐ personal opinions (except if they relate to another individual).

I WILL:

- ☐ keep confidential all information received regarding students and staff members while providing facility dog services in the school,
- ☐ will NOT share or disclose any confidential or personal information that may be directly or indirectly disclosed to me unless disclosure is required by law.

PROTECTION OF STUDENTS

IN ADDITION TO A VULNERABLE SECTOR CHECK AND AN OFFENCE DECLARATION, I WILL:

- ☐ ensure that all interactions between me, the Facility Dog and students are supervised by school staff,
- ☐ ensure that the Facility Dog and I are never alone with students,
- ☐ ensure that the Facility Dog is never left unsupervised when interacting with a student.

APPENDIX B: Handler Responsibilities' Agreement

HANDLER AND SCHOOL PRINCIPAL DISCUSSIONS

I WILL:

☐ visit the school to educate students and staff on how to interact with a Facility Dog,

☐ visit the school without students present to familiarize the dog with the school site,

☐ provide a detailed schedule to the School Principal outlining the location, times and details of when and how the dog will be used in the school,

☐ establish a timetable which considers appropriate break and rest periods for the dog.

☐ discuss expectations of the dog's grooming, hygiene, behaviour, role and conduct,

☐ discuss plans for meeting the personal care and physical needs of the dog including:

- the safest and most environmentally sound place for the dog to relieve itself,
- removal and disposal of animal waste; and
- provision of a suitable container for waste that the dog Handler can access.

If an elimination accident should occur, the custodian will be consulted on the proper cleaning materials for me as Handler to use.

Print Handler Name	Handler Signature
Print Facility Dog Name	Date

Handler (phone, email & address)

Mail the signed ***Appendix B*** and an ***up-to-date vaccination certificate*** to:

Renfrew County Catholic District School Board,
499 Pembroke Street West,
Pembroke ON K8A 5P1
Attention: Administrative Assistant to Superintendents of Educational Services

The personal information in this document is collected by the Renfrew County Catholic District School Board under the authority of the Education Act (ss. 169.1 - board responsibility for student achievement and effective stewardship of resources, 170 (1) – duties of boards, and/or 171 (1) – powers of boards). The information is being collected for the education of students and for related functions. For more information, please contact the Administrative Assistant to Superintendents of Educational Services.

APPENDIX C: Sample Staff Email

TO: School Staff

FROM: School Principal

SUBJECT: Facility Dog and Handler in School

Hello,

I wish to inform you that, effective [date], there will be a Facility Dog in the school. The dog will be in the school [times/days]. Dates and times may change as required without further notice.

Facility Dogs are specially trained working dogs that provide therapeutic intervention and academic support to students and staff. Facility Dogs decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues, and together with their Handler can enhance learning curriculum and improve academic outcomes.

[Name of dog] is a highly trained and fully certified facility dog. If you have any questions about [name of dog], please feel free to contact me.

There will be information sessions at the school to integrate [name of dog] into our daily routines and all our staff and students will be instructed as to the proper procedures regarding the facility dog.

If you have any specific concerns regarding the presence of the facility dog in the school, please contact me. You can also consult the Board policy documents, Facility Dog Visits to School, in the Schools & Students Policy Category.

Thank you for your understanding, support, and interest.

Principal

cc: Superintendent of Education

APPENDIX D: Sample Parent Letter

[School Letterhead]

[Date]

Re: Facility Dog Visit to School Notice

Dear Parent / Guardian,

This letter is to inform you that, effective [date], there will be a Facility Dog in the school. The dog will be in the school [times/days]. Dates and times may change as required without further notice.

We are proud to be able to offer this leading edge educational tool in our school. Facility Dogs are specially trained working dogs that provide therapeutic intervention and academic support to students and staff. Facility Dogs decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues, and together with their Handler can enhance learning curriculum and improve academic outcomes.

[Name of dog] is a highly trained and fully certified facility dog, and we are thrilled to have [him/her] become a member of our school community. If you have any questions about [name of dog], please feel free to contact me.

If the facility dog and handler will be present in your child's / youth's class or interacting directly with them, you will be provided with a Parent / Guardian Informed Consent Appendix to sign.

There will be information sessions at the school to integrate [name of dog] into the daily routines and all our staff and students will be instructed as to the proper procedures regarding the facility dog.

If you have any specific concerns regarding the presence of the facility dog in the school, please contact me. You can also consult the Board policy documents, Facility Dog Visits to School, in the Schools & Students Policy Category.

Thank you for your understanding, support, and interest.

Sincerely,

Principal

cc: Superintendent of Education

APPENDIX E: Parent / Guardian Informed Consent

School Name

Name of Facility Dog Organization

Anticipated Dates of Facility Dog Visits (subject to change)

A ***facility dog*** is a specially trained dog that works with a volunteer or professional in an educational setting to improve the academic achievement and/or physical, social, emotional and/or cognitive functioning of the student(s) involved. Facility Dogs undergo up to two years of training prior to graduation and certification, including Basic and Advanced Obedience Training and Task Training specific to their jobs. Prior to beginning their work life, ***the team (facility dog and handler)*** have demonstrated that they can work safely and effectively in a child-centred setting such as a school.

For more information, please consult the Board's policy documents, Facility Dog Visits to School, which are on the Board web site and are organized alphabetically in each Policy Category. [Path: Renfrew County Catholic District School Board → Our Board → Policies and Procedures → Schools & Students]

The Renfrew County Catholic District School Board has partnered with the above accredited Facility Dog Organization to provide a certified facility dog accompanied by its trained handler to provide the following services at your child's school:

☐ Emotional support to a group of students following a tragic / traumatic incident.

☐ Reading one on one to a facility dog and handler to practice reading skills.

☐ Assistance for students with other issues which impact their learning including:

I understand that the Facility Dogs and Handlers involved in this program are members of a facility dog organization that have been certified as child centred Facility Dog and Handler

Teams. Guidelines are in place for the safety of the participants as well as the safety of the teams performing the visits.

While every possible precaution is taken, accidents can and do happen, and occur without the fault of the participant, the school, the School Board, and/or the certified teams. By choosing to take part in this program, you are accepting the risk that you/your child may be injured. The chance of injuries or incident can be reduced by carefully always following instructions while engaged in visits.

I consent to my / my child's participation in this program.

Student Name (Print)	**Date**
Parent / Guardian Name (Print)	**Parent / Guardian Signature**
Student Signature (18 years of age or over)	

The personal information in this document is collected by the Renfrew County Catholic District School Board under the authority of the Education Act (ss. 169.1 - board responsibility for student achievement and effective stewardship of resources, 170 (1) – duties of boards, and/or 171 (1) – powers of boards). The information is being collected for the education of students and for related functions. For more information, please contact the School Principal.

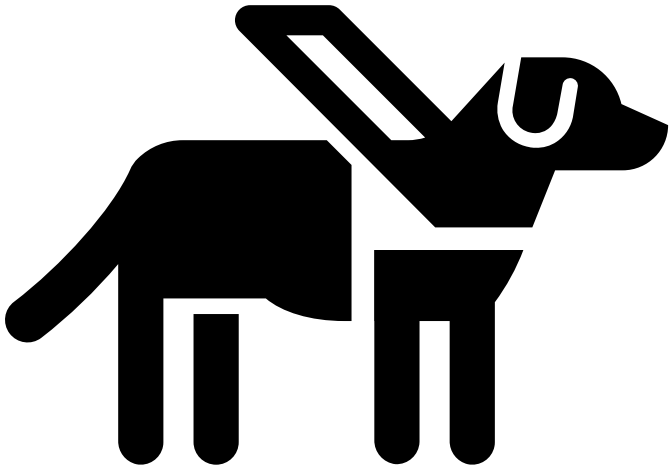
APPENDIX F: Graphic Notice of Facility Dog Visit

The Notice set out on page 2 of this Appendix shall be posted on each entry door to the school when a Facility Dog and Handler are visiting the school.

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

NOTICE

There is a working ***FACILITY DOG***
in this School today.



POLICY: Fees for Learning Materials & Activities

I. Purpose of Policy

Fees for learning materials and activities and related practices must comply with the Education Act requirements.

- Resident pupils are entitled to attend a regular day school program without payment of a fee.
- Pupils are entitled to receive the materials required to meet the curriculum expectations of a particular grade or course. without payment of a fee.
- Funding for classroom supplies should be used as intended and reviewed as part of the board budgeting process.

II. Policy Statement

1. Principles:

With the support of the school community, the Board and Board schools may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In these situations, it may be appropriate to collect a fee to offset the additional costs. The Board-wide student fee policy will ensure consistency and transparency in the application of fees and should reflect the following principles:

a) Complementary to Public Education:
- The purposes for which funds are collected are consistent with the Board's mission and values.
- Fees raised for school purposes are to complement, and not replace, public funding for education.

b) Inclusive Education:
- Each student should have an equal opportunity to benefit from the education system without being required to pay a fee. Students must be able to participate in school activities and access resources regardless of personal financial barriers.
- School board fees policies should address financial hardship and support student participation in activities regardless of economic circumstances.
- The dignity of every student and parent should be honoured in the school fee collection process, collection methods afford reasonable expectations of privacy for students and parents; and a respectful practice for discreet identification of students/parents who may be experiencing financial hardship is clearly communicated.

c) Accountability & Transparency:
- Board policies should address all student fees for learning materials and activities.
- The policy should be publicly available on the school board's website.
- Financial reporting practices to the school community are in place.

2. Fee Charges Guidelines:

a) The Board should develop strategies to recognize and reduce barriers to participation and work to effectively include all students in programs and activities. Successful completion of a required grade or course leading to graduation cannot be dependent on the payment of any course fee..

b) When determining whether fee charges may be appropriate, the following criteria may be considered. A fee charge shall be permissible for an activity, material, course or program if it is:

- Not required as part of the regular day school program;
- Voluntary, and alternatives are offered;
- Non-essential or extracurricular in nature and is not required for graduation by an individual student; or
- A voluntary upgrade or substitute of a more costly material to the material provided for course purposes

c) Examples of Activities, Programs or Materials Ineligible for Fee Charges:

- A registration or administration fee for students enrolled in any regular day school program;
- A textbook fee or deposit (However, schools may recover the costs for the replacement or repair of lost, damaged or broken materials such as textbooks, library books, music or science supplies or any loaned materials. These charges should not exceed the replacement or repair cost.);
- Learning materials that are required for completion of the curriculum such as workbooks, cahiers, musical instruments, science supplies, lab material kits and safety goggles;
- Fees charged for the creation of discretionary accounts by teachers or departments;
- Mandatory flat fees for any course leading to graduation other than optional programming;
- A fee for a guest speaker, visiting teacher, or in-class field trip or presentation where the material being presented is a mandatory element of the subject or course;

d) Examples of Activities, Programs or Materials Potentially Eligible for Fee Charges:

- Optional programming such as, Advanced Placement courses or Hockey Canada Skills Academy program;
- Extracurricular trips, events or activities that are extensions to the curriculum and not required for graduation (e.g. dances, school clubs, theme days, athletics, drama, student council activities);
- Extended student trips or excursions that are not necessary to meet the learning expectations of a particular grade or course (e.g. trips abroad);
- Optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, as long as the required materials are available at no cost;
- Student activity fees;
- Co-curricular activities, special events, program enhancements or field trips (e.g. for costs of participation, rental of equipment or travel), if alternative programming and assignments are offered to students who choose not to participate; or
- Student agendas, yearbooks.

3. Best Practices Guidelines:

a) Board Wide Fee Policies:
The Board may consider the following best practices when developing board-wide policies for fees for learning materials and activities:

- Establishing a limit on student activity fees;
- Setting limits for families with more than two children attending schools in the board;
- Creating a central fund or subsidy program to support the full participation of students in activities regardless of economic circumstances;
- Implementing a confidential process to support full participation of students regardless of economic circumstances; and
- Fee amounts should reflect the actual cost of the service or materials being provided to the student.

b) School Fee Policies:
School fee policies must be compliant with the Board fee policy and Board guidelines. In addition, school principals may consider the following best practices when implementing Board fee policies in their schools:

- Minimizing, where possible, costs related to enhanced programming and materials (for example, speakers, dance instructors, in-class field trips) that are optional to a course;
- Making every effort to ensure all students can participate in student activities regardless of ability to pay;
- Where a student chooses not to participate, alternative assignments should be provided for students to meet the expectations of the course; and
- Modest student activity fees for student agendas, student recognition, yearbooks, school dances, student council activities and clubs, photographs, extra-curricular activities and athletic

4. Accountability to the School Community:

a) Fees should reflect the actual cost of the services or materials being provided to the student. A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community.

b) Members of the school community should be consulted in the development of a school's fee schedule and made aware of the use of student fees. Fee schedules for the upcoming school year should be made widely available to the school community. For example, fee schedules can be included in fall school newsletters, posted on school websites and referenced in student agendas.

c) These fee schedules should include:

- An itemized list of fees that states the rationale and purpose of each fee; and
- Information about the process to confidentially address financial hardship.

III. Definitions

Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

Enhanced programming and materials are voluntary enrichments or upgrades to the curriculum (regular school day program) or extra / co-curricular (outside the regular school day program) activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.
Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

Optional programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Advanced Placement® and Hockey Canada Skills Academy programs.

IV. Related Information

Legislation

Education Act, s. 32 (1) Resident pupil right to attend school without payment of a fee

Ministry of Education

2011_03_25 B02 Memo (Guideline for Fees for Learning Materials and Activities)
2011_03_25 B02 Appendix (Fees for Learning Materials and Activities Guideline)

POLICY: Flag – Flying Canada's Flag

I. Purpose of Policy

Canada's Flag, a single, stylized red maple leaf on a white background with 2 red borders, was formally proclaimed in 1965.

On the occasion of first flying of Canada's Flag Prime Minister Pearson stated:

> May the land over which this new flag flies remain united in freedom and justice … sensitive, tolerant and compassionate towards all.

II. Policy Statement

1. Flying Canada's Flag

Board schools and facilities shall only fly Canada's Flag as a symbol of:

- our Canadian heritage and
- our commitment to the values Canada's Flag represents.

2. Flag Protocol:

a) Position of Honour for Canada's Flag:
Canada's Flag:

- always takes priority over all other national flags in Canada and
- should always be flown on its own mast or flag pole.

It is improper to fly two or more flags on the same mast or flag pole.

b) Raising and Lowering Canada's Flag:
When the Canada's Flag is raised or lowered, or when it is carried in a parade or review, everyone present should face the Flag, remain silent and remove their hats. Those in uniform should salute.

c) Half-Mast for Mourning:
When authorized by the Director of Education, Canada's Flag at Board schools and facilities may be flown at half-mast. The flag is brought to the half-mast position by first raising it to the top of the mast then immediately lowering it slowly to the half-mast position.

d) Disposal of Canada's Flag:
When a flag becomes tattered and is no longer in a suitable condition for use, it should be destroyed in a dignified way. A flag is considered to be tattered or worn when the colour has faded, it has developed a hole, or the outermost seam (fly) of the flag has become frayed.

III. Related Information

Government of Canada

Rules for Flying the National Flag of Canada

POLICY: French Immersion Program

Rationale:

With the approval of the Board, a Late French Immersion Program may be introduced or maintained in a school beginning in Grade seven.

Personnel Affected by Policy:

Pupils, Teachers, Principals

Organizational Authority:

The Board

Regulations:

1. **CONDITIONS FOR INTRODUCING /MAINTAINING THE PROGRAM**

   With the approval of the Board, a Late French Immersion Program may be introduced or maintained in a school beginning in Grade seven where the following conditions are met.

   1.1 Approximately 30 students will be required to operate a class. The minimum number of pupils for the introduction/maintenance of a Program shall be 25.

   1.2 In a combined Grade 7/8 class, it is recognized that a balance in numbers between Grade 7 and 8 students (new students with experience) is preferable and efforts will be made to achieve this balance. Exceptions to class size and balance will be decided in consultation with the Superintendent, the school Principal and the teachers of the school.

   1.3 A teacher qualified in accordance with current Ontario Regulations must be available within the established P.T.R. outlined in the collective agreement.

2. **PARENT/SCHOOL COMMUNICATION**

   2.1 In schools where French Immersion Programs are operating or are under consideration, the Principal will provide information on the Program(s) to parents in selected grade levels.

   2.2 After providing information, the Principal will survey parents to determine interest in and commitment to enroll their children in the Program.

   2.3 The Principal shall ensure that steps 2.1 and 2.2 above, and the decision to establish the Program are complete by the appropriate date to enable the Board to make its determination of instructional staffing needs in accordance with the collective agreement.

   2.4 The decision to establish the Late French Immersion class would normally be taken by March 1.

   2.5 Students wishing to transfer in or out of the Program may do so at an appropriate time of the school year only, at the discretion of the Principal, and with due regard to the effects on class size.

3. **CONDITIONS FOR ENROLMENT**

   3.1 When numbers permit, every attempt will be made to make it possible for interested pupils to enroll in Late French Immersion. Programs

3.2 The Principal, in collaboration with the staff of the school, will determine a selection process based on pupils' French-speaking and writing abilities, academic progress, work habits, and other criteria that the Principal deems will determine the success of the application of the candidate. This process shall also be in effect should it be necessary to limit numbers.

3.3 Students wishing to enroll in the LATE FRENCH IMMERSION. Program from beyond the designated attendance zone of the school may be considered provided

a) there is no additional cost for transportation;

b) the number of students making application does not have a detrimental effect on the home school enrolment;

c) students are subject to conditions 3.1 and 3.2 above.

4. Students wishing to transfer in or out of the Program may do so at an appropriate time of the school year only, at the discretion of the Principal, and with due regard to the effects on class size.

POLICY: Guide Dog / Service Animal

I. Purpose of Policy

The (2018) Ontario Human Rights Commission's *Policy on Accessible Education for Students with Disabilities* states:

> Depending on a student's individual needs and the nature of the education service being provided, accommodations may include … modifying 'no pets' policies to allow guide dogs and other service animals. (pp. 59-60)

The (9-Sep-19) PPM 163, *School Board Policies on Service Animals*, requires all Ontario school boards to develop, implement, and maintain a policy on student use of service animals in schools.

II. Policy Statement

1. Statement of Principles

The Renfrew County Catholic District School Board is committed to ensuring that all its students have meaningful access to education.

The Board will approve requests for guide dogs and service animals in situations where a guide dog or service animal is a necessary accommodation for a disability which limits a student's ability to meaningfully access education.

2. Overview of the Process

a) *Preliminary Meeting with School Principal:*
The Board strongly recommends that the parents and student / adult student participate in the preliminary meeting with the School Principal to review the Guide Dog / Service Animal Policy Documents ***before purchasing or obtaining a guide dog / service animal***.

b) *Accommodation Request (Appendix A) & Medical Information (Appendix B):*
The parent(s) and student / adult student shall submit the Appendix A and B information to the School Principal.

c) *Review of Information:*
The Board will review the student's educational information including a functional skills assessment of the student together with the Appendix A and B information.

d) *Case Conference:*
The School Principal will convene a meeting with the parent and non-adult student (if applicable) / adult student, the classroom teacher(s) and a member of the Board's Educational Support Team to discuss the accommodation request.

e) *Accommodation Decision:*
On a case-by-case basis, the School Principal in consultation with a Board Superintendent of Education shall make the decision to:
- conditionally approve the accommodation request or
- deny the accommodation request.

f) *Accommodation Request CONDITIONALLY APPROVED:*
The Accommodation Request is approved conditional on the submission of the Appendix C (Required Information) and successful completion of the Appendix D (Guide Dog / Service Animal Assessment).

g) *Accommodation Request DENIED:*
The Board shall provide to the parent(s) and the student / adult student written reasons for the denial and shall provide a copy of the Board's Complaint Policy documents.

[NOTE: The parent and student / adult student may make a complaint about the denial of the accommodation request under the Board's Complaint Policy (Administrative Policy Category).]

3. Procedure A – Approval Process Checklist

Procedure A is a detailed chronological checklist of the process followed in determining whether a guide dog or service animal is a necessary accommodation for a disability which limits a student's ability to meaningfully access education.

4. Appendix A – Accommodation Request

Appendix A is the Request Form which a parent or adult student must complete to initiate the process for the use of a guide dog or a service animal at school.

5. Appendix B – Medical Information

Appendix B lists the medical information the Board requires to determine:
- if the student has a disability as defined by the Human Rights Code,
- how this disability limits the student's access to education and
- whether a guide dog /service animal is a necessary accommodation.

6. Appendix C – Required Documentation

Appendix C lists the documentation which is required after obtaining conditional approval for a guide dog or a service animal at school.

7. Appendix D – Guide Dog / Service Animal Assessment

Appendix D sets out the assessment which is required after obtaining conditional approval for a guide dog or a service animal at school. The Guide Dog/Service Dog and Student Handler must pass all the tasks in the Appendix D Assessment to pass the Assessment.

8. Service Animal / Student Handler

a) *Service Animal usually a Dog:*
Only in exceptional circumstances subject to the standards of undue hardship pursuant the Human Rights Code, will the School Board consider service animals, other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

b) *Student Handler:*
Only in exceptional circumstances subject to the standards of undue hardship pursuant the Human Rights Code, will the School Board consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog / Service Dog

9. Guide Dogs / Service Animals in the Food Area

a) *Food Areas where Guide Dogs / Service Animals Permitted:*
Guide dogs and service animals are permitted in areas where food is served, sold and offered for sale (i.e., school cafeteria).

b) *Food Areas where Guide Dogs / Service Animals NOT Permitted:*
Guide dogs and service animals are NOT permitted in areas where food is prepared, processed or handled (i.e., school cafeteria kitchen, home economics room, etc.). [Ontario Regulation 493/17, s. 14]

10. Data Collection

The data collection required by Policy / Program Memorandum 163 (School Board Policies on Service Animals) shall be recorded on a web-based Board Portal.

III. Definitions

adult student means a student 18 years of age or older or a student who is 16 to 17 years of age and who has withdrawn from parental control.

disability means,

a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
b) a condition of mental impairment or a developmental disability,
c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
d) a mental disorder, or
e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*; (*Human Rights Code*, s. 10(1))

guide dog means a dog trained as a guide for a blind person which has the required guide dog qualifications. (*Blind Persons' Rights Act*, s. 1 (1))

service animal means an animal that provides support relating to a student's disability to assist that student in meaningfully accessing education services and which has been trained by an accredited service animal accredited training organization. Save and except for exceptional circumstances a service animal is usually a dog.

IV. Related Information

Procedures and Appendices for this Policy

PROCEDURE A: Approval Process Checklist
APPENDIX A: Accommodation Request
APPENDIX B: Medical Information
APPENDIX C: Required Documentation
APPENDIX D: Guide Dog / Service Animal Assessment
[Source - BC Guide Dog and Service Dog Assessment. Copyright 2015, Province of British Columbia. All rights reserved. Modified and reproduced with permission of the Province of British Columbia.]

Related Board Policy Documents (Administrative Policy Category)

Complaint Policy
Complaint Appendix A - Formal Complaint Form
Human Rights Policy
Human Rights Appendix B - Student Accommodation Process Checklist

Legislation

Blind Persons' Rights Act, RSO 1990, Chapter B.7
Blind Persons' Rights Act, Ontario Regulation 58 (Guide Dogs)
Health Protection and Promotion Act

Health Protection and Promotion Act, Ontario Regulation 493/17 (Food Premises)

Human Rights Code, RSO 1990, Chapter H.19

Other Resources

Ministry of Education. (September 9, 2019). *Policy/Program Memorandum No. 163 (School Board Policies on Service Animals).*

Ontario Human Rights Commission. (March 2018). *Policy on Accessible Education for Students with Disabilities*.

PROCEDURE A: Approval Process Checklist

In most situations the parent(s) and the student / adult student should:

- Participate in the preliminary meeting with the School Principal,
- Submit their Accommodation Request (Appendix A),
- Submit their Medical Information (Appendix B),
- Participate in the Case Conference and
- Get conditional approval of their Accommodation Request

before purchasing or obtaining a guide dog / service animal.

1. Preliminary Meeting with School Principal

☐ School Principal will provide the Guide Dog / Service Animal Policy documents.

☐ School Principal will review the above Policy documents with the student and their parents, with the adult student (18 and over) or with a 16-17 year old student who has withdrawn from parental control.

☐ School Principal will answer any questions.

2. Accommodation Request (Appendix A) and Medical Information (Appendix B)

☐ Parent and student / adult student will submit a completed Appendix A - Accommodation Request to the School Principal

☐ Parent and student / adult student will submit a completed Appendix B – Medical Information to the School Principal.

☐ School Principal / Board staff shall assess the effectiveness of the student's current Individual Education Plan (IEP) by:

- reviewing the student's educational information, Individual Education Plan (IEP), health practitioner reports, Identification, Placement and Review Committee (IPRC) information, incident reports, report cards, Ontario Student Record (OSR) information and
- consulting with his past and current classroom teachers, any assigned Educational Assistants (EA's) and involved Board specialists.

☐ Board's Educational Support Team will perform a functional skills assessment of the student.

3. Case Conference

☐ School Principal will convene a meeting with the parent and non-adult student (if applicable) / adult student, the classroom teacher(s) and a member of the Board's Educational Support Team to discuss:

a) the educational needs of the student,
b) how the student's disability limits the student's ability to access education,
c) any educational assessments of the student,
d) the effectiveness of the student's current Individual Education Plan (IEP),
e) how and why a guide dog or service animal is a necessary accommodation for the student to have meaningful access to education,
f) the planning for the introduction of a guide dog / service animal into the school,
g) any health and safety concerns of other students or staff, and
h) possible alternative accommodations to a guide dog or service animal.

4. Board Decision on the Accommodation Request

☐ Decision:

On a case-by-case basis, the School Principal in consultation with a Board Superintendent of Education shall make the decision to approve or not approve the accommodation request. The approval may be an interim approval for a fixed term trial period after which time the interim approval decision will be re-evaluated.

☐ Accommodation Request CONDITIONALLY APPROVED:

The accommodation request is Conditionally Approved subject to:

- submission of the Appendix C – Required Documentation and
- submission of Appendix D – Guide Dog / Service Animal Assessment documentation showing successful completion of the Assessment.

☐ Accommodation Request DENIED:

The accommodation request is Denied with:

- written reasons for the denial provided to the parent and student / adult student and
- a copy of the Board's Complaint Policy documents provided to the parent and student / adult student.

[NOTE: The parent and student / adult student may make a complaint about the denial of the accommodation request under the Board's Complaint Policy (Administrative Policy Category).]

☐ School Principal shall file in the student's Ontario Student Record (OSR) the:

- approval of accommodation request together with any conditions or
- the denial of the accommodation request and reasons for denial.

☐ The Board reserves the right to review its approval / non approval decision in the light of changed circumstances.

5. Parent /Adult Student Submission of Appendix C documentation and Appendix D Assessment (Accommodation Request Conditionally Approved)

☐ Parent and student / adult student submits the Appendix C documentation to the School Principal.

☐ A qualified Guide Dog / Service Animal Assessor shall submit the completed Appendix D Assessment to the School Principal showing successful completion of the Assessment.

6. Implementation Plan (Accommodation Request Conditionally Approved)

☐ The School Principal shall meet with the parent(s) or adult student, the student (if applicable), the classroom teacher(s) and a member of the Board's Educational Support Team to set out in a plan the following information:

a) the type of support the guide dog / service animal will provide to the student;
b) who will be the handler of the guide dog / service animal while at school during instructional periods, at washroom breaks and during recess and lunch periods;
c) parent or adult student responsibility for all costs of the guide dog / service animal;
d) how the care of the guide dog / service animal will be provided (including supporting the safety and biological needs of the animal);
e) how the animal will be readily identified;
f) transportation of the animal to and from school and to and from school sponsored activities (i.e., field trips, etc.);
g) procedures to follow in the event of an emergency (fire exit plan, lockdown plan, evacuation plan, etc.)
h) a timeline for implementation; and
i) in the event of an interim approval the timeline prior to a re-evaluation and final decision.

7. Parent / Adult Student Annual Requirements to Maintain the Accommodation

[The parent / adult student shall submit the following documents to the School Principal on an annual basis prior to the expiry of the existing documentation.]

☐ ***Certificate from a member of the College of Veterinarians of Ontario*** not greater than three (3) months old identifying the age and breed of the dog and; attesting that, the dog is an adult, does not have a disease or illness that might pose a risk to humans, has received all required vaccinations, and is in good health to assist the student

☐ ***Certificate of Insurance*** from the parent's home insurance which includes the name of the Insurance Company the Policy Number, the Policy Term (start and end dates), and a statement that Renfrew County Catholic District School Board is covered for all liability related to the service animal which will be attending school with their student.

☐ Municipal Dog License.

8. Annual Review of Granted Accommodation Requests

☐ School Principal and/or the Board's Educational Support Team shall review prior approvals of a guide dog / service animal as a necessary student accommodation on an annual basis.

9. School Principal Notices to Parents and Staff

☐ Annual General Notice:
As part of the school orientation package parents and staff will be advised a guide dog / service animal may be a necessary accommodation under the Human Rights Code, if a student in the school has a disability which limits the student's ability to meaningfully access education services.

☐ Specific Classroom Notice:
School staff and parents of students in the class will be advised in writing, if a guide dog / service animal will be present in their class as a necessary accommodation for another student in the class.

10. Written Health, Safety and Other Concerns Communicated to School Principal

☐ Any health, safety or other concerns of staff, parents or students related to the presence of a guide dog / service animal shall be made to the School Principal in writing.

☐ The School Principal shall review the complaint and attempt to achieve a reasonable solution.

APPENDIX A: Accommodation Request

Student Name	School Name	Grade
Parent or *Adult Student Name	Address	Phone
Email		

To assist with my child's education or my education as an adult student I request that my child or I have the use of:

- ☐ a Guide Dog (dog trained as a guide for a blind person).
- ☐ a Service Animal (usually a dog to provide educational support related to a student's disability).

My child's disability or my disability (adult student) is:

This disability impacts my child's or my learning / behaviour as follows:

A guide dog / service animal will improve my child's or my learning / behaviour as follows:

If applicable, student behaviour at home prior to acquiring a guide dog / service animal.

If applicable, student behaviour at home after acquiring a guide dog / service animal.

I have attached APPENDIX B (Medical Information) signed by one of the following ***regulated health professionals*** confirming that the student has a ***disability*** which limits the student's ability to access to elementary or secondary education and that a ***guide dog / service animal is a necessary accommodation:***

a) A member of the College of Optometrists of Ontario for a Guide Dog.
b) A member of the College of Physicians and Surgeons of Ontario.
c) A member of College of Physiotherapists,
d) A member of the College of Psychologists, or
e) A member of another Ontario Regulated Health Provider acceptable to the Board and related to the student's disability.

I hereby consent to the following assessments.

- ***BEFORE the introduction of the guide dog / service animal*** I consent to the Board's Educational Support Team doing a ***functional skills assessment*** (to establish a baseline and to determine if the guide dog / service animal is needed as an accommodation for the student's disability).
- I consent to the Board's Educational Support Team attending in class ***AFTER the introduction of the guide dog / service animal*** as part of the student's educational program to do a ***functional skills assessment*** (to determine if the guide dog / service animal continues to be needed as an accommodation for the student's disability).

I understand that if my request is approved, I ***must provide*** to the School Principal ***each school year before September 1st*** documentation from a member of the College of Veterinarians of Ontario certifying that the guide dog / service dog is up to date with all the ***required Ontario vaccinations.***

I have reviewed the information sheet in APPENDIX C on ***documentation which I will be required to provide*** after the conditional Board approval for a guide dog / service animal.

I have reviewed APPENDIX D (Guide Dog / Service Animal Assessment) ***which the guide dog / service animal and the student handler will have to successfully complete*** after the conditional Board approval for a guide dog / service animal.

_____

Parent or *Adult Student Name Signature

_____

Date

[****adult student*** means a student 18 years of age or older or a student who is 16 to 17 years of age and who has withdrawn from parental control.]

[Personal information of the student and parent is being collected by the Board in accordance with the Municipal Freedom of Information and Protection of Privacy Act to be used to provide education services pursuant to the Education Act s.170 (1) 7, PPM 163 and the Human Rights Code, s.1.]

APPENDIX B: Medical Information

Please review the Human Rights Code information on page 2 before completing the Form.

Patient Name	Patient Address	DOB
Regulated Health Professional	Address	Phone

Identify / Describe the above student's disability as defined by the Human Rights Code.

How does this disability limit the student's access to elementary/secondary education?

Why is a guide dog / service dog a necessary accommodation to access education?

Regulated Health Professional Name/Designation ***Signature*** ***Date***

HUMAN RIGHTS CODE

[Definitions re: Parts I and II]

10 (1) In Part I and in this Part,

"disability" means,

a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

b) a condition of mental impairment or a developmental disability,

c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,

d) a mental disorder, or

e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*; ("handicap")

EXTRACTS (Human Rights Tribunal Legal Decisions)

[Information necessary to Establish a Disability]

Crowley v. Liquor Control Board of Ontario, 2011 HRTO 1429

… in order to meet the definition of mental disability within the meaning and protection of the Code, where the case does not involve an allegation of discrimination on the basis of perceived disability, there needs to be a diagnosis of some recognized mental disability, or at least a working diagnosis or articulation of clinically-significant symptoms, from a health professional in a report or other source of evidence that has specificity and substance. … (para. 63)

Simcoe Condominium Corp. No. 89 v. Dominelli, 2015 ONSC 3661

… In Crawley v. LCBO the Tribunal referred with approval to a decision of the British Columbia Human Rights Tribunal, which held that, "[A] bare assertion of pain or anxiety is not... a sufficient basis upon which to allege that one has a mental disability..." (para. 41)

"Stress" of itself is not a disability for the purposes of the Code:

> ... In order to come under the important protection of human rights legislation, there needs to be a diagnosis with some specificity and substance. References to "stress" and "psychological problems" by themselves ... do not meet that standard. (para. 42)

The test for disability as phrased in Crowley v. LCBO requires medical evidence, a diagnosis of some recognized mental disability, or "working diagnosis" or "articulation of clinically-significant symptoms" that has "specificity and substance". (para. 53)

APPENDIX C: Required Documentation

Documentation After Board Conditional Approval of a Guide Dog / Service Animal (usually a Dog)

The following documentation is required after conditional Board approval of a Guide Dog / Service Animal.

a) Certificate of successful completion of the guide dog / service animal training program at any of the following institutions for ***both the guide dog / service animal and the student handler***:

- Eye Dog Foundation for the Blind, Los Angeles, California.
- The Seeing Eye, Inc., Morristown, New Jersey.
- Guide Dogs for the Blind Inc., San Rafael, California.
- International Guiding Eyes Inc., Hollywood, California.
- Eye of the Pacific Guide Dogs Inc., Honolulu, Hawaii.
- Leader Dogs for the Blind, Rochester, Michigan.
- Guide Dog Foundation for the Blind Inc., Smithtown, New York.
- Guiding Eyes for the Blind Inc., New York, New York.
- Pilot Dogs Inc., Columbus, Ohio.
- Guide Dogs for the Blind Association, Windsor, England.
- Canadian Guide Dogs for the Blind, Ottawa, Ontario.
- Canine Vision Canada, Oakville, Ontario.
- National Service Dogs, Cambridge, Ontario.
- Any other guide dog training facility that the Attorney General or an officer of his or her Ministry designated by the Attorney General in writing determines meets the specified training criteria set out in Ontario Regulation 58 made under the *Blind Persons' Rights Act*.

In the alternative the Board may consider a Certificate of successful completion of an equivalent guide dog / service animal training program.

In the alternative the Board may consider assessment of the level of training by a qualified guide dog / service animal trainer selected by the Board.

The parents / adult student shall be responsible for the cost of all guide dog / service animal training and assessments.

b) ***Certificate from a member of the College of Veterinarians of Ontario*** not greater than three (3) months old identifying the age and breed of the dog and; attesting that, the dog is an adult, does not have a disease or illness that might pose a risk to humans, has received all required vaccinations, and is in good health to assist the student (***to be updated annually);***

c) A copy of the dog's ***Municipal dog license*** (***to be updated annually);***

d) A ***Certificate of Insurance*** from the parent's home insurance which includes:
   - the name of the Insurance Company,
   - the Policy Number,
   - the Policy Term (start and end dates), and
   - a statement that Renfrew County Catholic District School Board is covered for all liability related to the guide dog / service animal which will be attending school with the student. (***to be updated annually).***

[INFORMATION NOTE: ***Only in exceptional circumstances*** subject to the standards of undue hardship pursuant the *Human Rights Code,* will the School Board consider an application for a ***student who will not be acting as the primary trained Handler*** of the Guide Dog / Service Dog.]

[INFORMATION NOTE: ***Only in exceptional circumstances*** subject to the standards of undue hardship pursuant the *Human Rights Code,* will the School Board consider ***Service Animals, other than dogs***, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.]

[Personal information of the student and parent is being collected by the Board in accordance with the Municipal Freedom of Information and Protection of Privacy Act to be used to provide education services pursuant to the Education Act s.170(1)7 and PPM 163 and the Human Rights Code, s.1.]

APPENDIX D: Guide Dog / Service Animal Assessment

Introduction

This assessment is based on the BC Guide Dog and Service Animal Assessment which has been modified for school situations. The Board has copyright permission to use this Assessment as part of its policy documents dealing with Guide Dog / Service Animals in Board schools.

Source - BC Guide Dog and Service Dog Assessment. Copyright 2015, Province of British Columbia. All rights reserved. Modified and reproduced with permission of the Province of British Columbia.

Purpose

The purpose of this assessment is to ensure the Guide Dog/Service Animal demonstrates appropriate public behavior, proper disposition, and is unobtrusive in school situations. The assessment consists of multiple exercises and is modeled after the BC Guide Dog and Service Animal Assessment.

Assessment Description

This assessment examines the temperament and disposition of the Guide Dog/Service Animal in a school setting. The Guide Dog/Service Animal behavior will be assessed to determine if their disposition is calm, stable and reliable in situations commonly encountered by the guide dog /service animal and student handler. The assessment will also ensure that the student handler always has control over the dog / service animal, that the dog / service animal is safe to be in a school setting, and that the dog / service animal is able to demonstrate the high standard of training expected of Guide Dog/Service Animal.

To pass this assessment, the Assessor must be satisfied that:

- The Guide Dog/Service Animal nerves are steady;
- The Guide Dog/Service Animal temperament and disposition are sound;
- The Guide Dog/Service Animal is well-mannered in school areas such as gyms, hallways and cafeteria, in the presence of crowds and in the classroom;
- The Guide Dog/Service Animal is attentive to the Handler and responds to commands without showing stress or avoidance.

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The Guide Dog/Service Animal and Handler must ***pass all the tasks below*** to pass the assessment. The results of the assessment will then be forwarded to the School Principal and the relevant Superintendent of Education for final review.

School Visits during the Assessment

The initial visit(s) to the school by the guide dog / service animal, student handler and trainer may take place outside the instructional day. However, the Formal Assessment MUST take place during the instructional day when staff and students are present.

Cost of the Assessment

The parents or adult student shall be responsible for the cost of the Assessment.

Task List

1. Obedience inside vehicle before unloading (if applicable)
2. Obedience outside the vehicle after unloading (if applicable)
3. Heel position when approaching the building or through parking lot
4. Calmness around traffic
5. Obedient stop before entering doorway
6. Obedience before entering doorway
7. Obedience going through doorway
8. Obedience after entering doorway
9. Heeling inside building
10. No soliciting public attention barking, or jumping
11. Adjusting to speed changes
12. Adjusting to changes in direction
13. Obedience through narrow/tight areas
14. Obedience through crowds
15. Six-foot recall on-leash: Command
16. Six-foot recall on-leash: Control
17. Six-foot recall on-leash: Distance
18. Six-foot recall on-leash: Direction
19. Sit command
20. Sit command next to food
21. Sit command while staff and students pass by
22. Sit command while being petted by stranger

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Task List (continued)

23. Down command
24. Down command with food dropped on floor
25. Down command while student/school staff approaches
26. Noise distraction (drop object on floor behind dog / service animal)
27. Behavior in halls, classroom, cafeteria and other school spaces
28. Ignoring food in classroom or cafeteria
29. Off-leash exercise
30. Human aggression test
31. Obedience before exiting doorway
32. Obedience going through doorway during exit of building
33. Obedience after exiting the building
34. Calm around traffic after exiting building
35. Obedient stop after exiting building
36. Dog / service animal aggression test
37. Public / school transportation test
38. Obedient load into vehicle
39. Evident team relationship and knowledge of access rights
40. Care and well-being of Dog/Service Animal

Description of Tasks

Exercise/ Observation	***Description of Task***	***Assessor***		
1. Obedience inside vehicle before unloading (if applicable)	The dog / service animal waited calmly and remained in the vehicle until the release command was given by the handler.	Pass	Fail	Comments
2. Obedience outside the vehicle after unloading (if applicable)	The dog / service animal was on-leash, under control and waited calmly outside the vehicle, attentive to the commands of the handler.	Pass	Fail	Comments
3. Heel position when approaching the building or through parking lot	The dog / service animal remained in a heel position, not pulling on the leash, not trying to run ahead or lag behind.	Pass	Fail	Comments
4. Calmness around traffic	The dog / service animal demonstrated calm/relaxed behaviour and no fearful attitude around traffic, noise and distractions while navigating through the parking lot and approaching building.	Pass	Fail	Comments

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Exercise/ Observation	***Description of Task***	***Assessor***		
5. Obedient stop before entering doorway	The dog / service animal stopped and waited calmly when the handler came to a stop.	Pass	Fail	Comments
5. Obedient stop before entering doorway	The dog / service animal stopped and waited calmly when the handler came to a stop.	Pass	Fail	Comments
6. Obedience before entering doorway	The dog / service animal waited calmly at the doorway until the command to enter was given.	Pass	Fail	Comments
7, Obedience going through doorway	The dog / service animal entered the building through the door in a safe and calm manner.	Pass	Fail	Comments
8. Obedience after entering doorway	The dog / service animal waited after entering the building, attentive to the handler until able to resume the heeling position.	Pass	Fail	Comments
9. Heeling inside building	The dog / service animal walked beside the handler in a controlled way. The dog / service animal remained within 1 foot of handler or at an indicated distance. The dog / service animal and handler team should be able to manage slippery floors, stairs, escalators and/or elevators depending upon the location chosen.	Pass	Fail	Comments
10. No soliciting public attention barking, or jumping	The dog / service animal remained focused on the handler and ignored other people.	Pass	Fail	Comments
11. Adjusting to speed changes	The dog / service animal adjusted to changes in handler's speed. The dog / service animal did not pull-on leash (unless required to do so due to mobility issues).	Pass	Fail	Comments
12. Adjusting to changes in direction	The dog / service animal adjusted readily to changes in direction or to corners. No coaxing or dragging was needed by the handler.	Pass	Fail	Comments
13. Obedience through narrow/tight areas	The dog / service animal calmly negotiated through tight and crowded quarters in school spaces without any problems.	Pass	Fail	Comments
14. Obedience through crowds	The dog / service animal maneuvered calmly through a crowd of students and staff without trying to interact with people.	Pass	Fail	Comments
15. Six-foot recall on-leash: Command	The handler had the dog / service animal sit in a large, open area. The handler then walked six feet away, turned, and called the dog / service animal. The dog / service animal responded right away to the recall command. The dog / service animal did not try to ignore the command or respond hesitantly/slowly.	Pass	Fail	Comments
16. Six-foot recall on-leash: Control	The dog / service animal always remained focused on handler and under control. The dog / service animal did not try to pull away or seek attention from the public.	Pass	Fail	Comments
17. Six-foot recall on-leash: Distance	The dog / service animal came within the appropriate distance of handler, or so that the handler could readily touch the dog / service animal.	Pass	Fail	Comments
18. Six-foot recall on-leash: Direction	The dog / service animal came directly to the handler and did not try to take any detours along the way.	Pass	Fail	Comments
19. Sit command	The dog / service animal responded to the "sit" command with no more than two commands by handler.	Pass	Fail	Comments

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Exercise/ Observation	***Description of Task***	***Assessor***		
20. Sit command next to food	The dog / service animal did not attempt to eat or sniff food. The dog / service animal held a sit-stay position and ignored the food. The dog / service animal did not require repeated corrections. Note: The handler may correct the dog / service animal verbally or physically away from the food. The dog / service animal should not be taunted or teased with the food.	Pass	Fail	Comments
21. Sit command while staff and students pass by	The dog / service animal remained in the sit position and was relaxed as staff and students passed by. The dog / service animal did not show signs of fear, moving away or anxiety.	Pass	Fail	Comments
22. Sit command while being petted by stranger	The dog / service animal remained in the sit position as a stranger walked up, talked to the handler and then petted the dog / service animal. The dog / service animal did not break the sit position, show aggression or solicit attention from the stranger.	Pass	Fail	Comments
23. Down command	The dog / service animal responded to the "down" command with no more than two commands by the handler.	Pass	Fail	Comments
24. Down command with food dropped on floor	The dog / service animal remained in a down position and under control when food was dropped onto floor. The dog / service animal did not try to get the food and did not need repeated correction from handler.	Pass	Fail	Comments
25. Down command while student / school staff approaches	The dog / service animal remained calm and in a down position when staff and students approached and petted the dog / service animal. The dog/ service animal did not solicit attention or need repeated correction from handler. Note: Staff or students should not taunt the dog / service animal or act dramatically.	Pass	Fail	Comments
26. Noise distraction (drop object on floor behind dog / service animal	The dog / service animal remained composed during noise distraction. It is acceptable that the dog / service animal turn or show quick startle/reaction at the noise. It is not acceptable if the dog / service animal exhibits fear, aggression or continued negative behaviour due to the noise.	Pass	Fail	Comments
27. Behavior in halls, classroom, cafeteria and other school spaces.	The dog / service animal was not a nuisance and was quiet in the halls, classroom, cafeteria and other school spaces. The dog / service animal stayed out of the way of staff and students. If applicable, the dog / service animal should remain in a down-stay position close to handler.	Pass	Fail	Comments
28. Ignoring food in classroom or cafeteria	The dog / service animal ignored food and other distractions in the classroom and cafeteria.	Pass	Fail	Comments
29. Off-leash exercise	The handler dropped the leash, and the dog / service animal was aware that the leash had been dropped. The dog / service animal remained under control while the leash was dropped and the handler was able to pick up the leash and get the dog / service animal back into proper position.	Pass	Fail	Comments
30. Human aggression test	The assessor passively took the leash without giving any commands and moved 20 feet away from handler and stayed there for one minute. The dog / service animal did not display any aggression, stress or whining.	Pass	Fail	Comments
31. Obedience before exiting doorway	The dog / service animal maintained a relaxed, heeling position when approaching the exit doorway.	Pass	Fail	Comments

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Exercise/ Observation	***Description of Task***	***Assessor***		
32. Obedience going through doorway during exit of building	The dog / service animal maintained a relaxed, heeling position, with no straining on the leash to exit rapidly, when going through the doorway to exit the building.	Pass	Fail	Comments
33. Obedience after exiting the building	The dog / service animal maintained a relaxed, heeling position beside the handler after exiting the building.	Pass	Fail	Comments
34. Calm around traffic after exiting building	The dog / service animal maintained a relaxed and calm demeanor around traffic noise after exiting the building.	Pass	Fail	Comments
35. Obedient stop after exiting building	The dog / service animal stopped and waited calmly when the handler came to a halt.	Pass	Fail	Comments
36. Dog / service animal aggression test	In the parking lot, a person and a non-aggressive dog or puppy approached to a six foot distance. The person had a short conversation with the handler. The dog / service animal remained calm and under the control of handler, not displaying aggression, vocalizations, or a desire to play with the other dog. The dog / service animal and handler team will be evaluated on their handling of the situation.	Pass	Fail	Comments
37. Public / school transportation test	The dog / service animal and handler team successfully boarded and exited a public / school transportation vehicle. The dog / service animal remained calm, unobtrusive and relaxed, not soliciting public attention. The dog / service animal did not display fear or shyness.			
38. Obedient load into vehicle	The dog / service animal waited patiently until commanded to load into the vehicle and waited calmly inside the vehicle.	Pass	Fail	Comments
39. Evident team relationship and knowledge of access rights	The handler was in control and praised the dog / service animal when the dog / service animal did well. The handler coped calmly with an access problem when questioned about the right to bring the dog / service animal into an establishment.	Pass	Fail	Comments
40. Care and well-being of Dog / Service Animal	The dog / service animal was clean and groomed (e.g., nails, fur, etc.) with no offensive odour. The dog / service animal was friendly and relaxed. The handler's responses to questions about the care of the dog / service animal indicated that the handler understands and is responsive to the dog's / service animal's needs.	Pass	Fail	Comments

Assessor Comments (use additional page if necessary)

_____

_____

_____

_____

The Dog / Service Animal and the student handler must pass 100% of the exercises to be successful.

SCORE: _____ exercises successfully completed out of 40.

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POLICY: Healthy School Nutritional Environments

I. Purpose of Policy

The Renfrew County Catholic District School Board is committed to encouraging healthy food choices in our Catholic schools. The Board promotes a Nutrition Policy which honours the physical body as "temple of the Holy Spirit" (1Cor 6, 19), God's gift worthy of being treated with care. This Policy and Implementation Procedure set out guidelines to implement coordinated comprehensive food and nutrition standards when offering or selling food and/or beverages in our schools.

II. Policy Statement

It is the policy of the Renfrew County Catholic District School Board to support students, staff, parents, and community organizations/agencies in the implementation of healthy school nutrition environments by promoting consistent healthy eating messages and food choices in schools and the board office that promote a positive effect on health, growth, and intellectual development.

Personnel Affected by the Policy

All personnel and organizational groups who are responsible for healthy snacks, hot lunch, cafeterias and fundraising.

Organizational Authority

The Board.

III. Definitions

NUTRITION EDUCATION
Nutrition education is the process of teaching validated, current nutrition knowledge in ways that promote the development and maintenance of positive attitudes and habits of making healthy food choices, in keeping with Christianity's reverence for the gift of our bodies as temple of the Holy Spirit, and our own commitment to *(R)everence the dignity of the whole person* (Our Vision).

HEALTHY FOOD CHOICES
Foods and Beverages with Maximum Nutritional Value
Healthy food choices are foods and beverages with maximum nutritional value. These foods are:

- part of the four food groups in Canada's Food Guide;
- higher in nutrients needed for optimal growth and development (e.g. iron, vitamin D, calcium, vitamin C, vitamin A, protein);
- higher in fibre (for grain products and whole fruit and vegetables); and
- usually contain little or no added salt and sugars.

Foods and Beverages with Minimum Nutritional Value
Foods* and beverages with minimum nutritional value:

- contain low amounts of essential nutrients and fibre; and/or
- are too high in unhealthy fats; and/or
- are high in added sugars or added salt; and/or
- are usually not part of any of the four food groups; Canada's Food Guide recommends limiting foods and beverages high in calories, fat, sugar, or salt.

* Exceptions are sauces, condiments, toppings, and spreads that can be used in modest amounts as part of a meal or snack.

HEALTH PROMOTING SCHOOLS
Health promoting schools is an approach to school-based health promotion involving a broad spectrum of programs, activities, and services that take place in schools and their surrounding communities. The approach is designed to change the environment in which students and staff live and learn. Components include quality instruction and programs, healthy physical and supportive social environments, and school and community partners. Families, health professionals, educators, institutions, agencies, community organizations, and students all play important roles.

FOOD BORNE ILLNESS
Food borne illness (also food borne disease) is any illness resulting from the consumption of food. Food borne illness is commonly called food poisoning, even though most cases are caused by a variety of pathogenic bacteria, viruses, prions, or parasites that contaminate food, rather than chemical or natural toxins.

EAT SMART! ONTARIO'S HEALTHY SCHOOL PROGRAM
The Eat Smart! Ontario's Healthy School Program is a recognition program for Ontario school cafeterias and school food service providers that meet exceptional standards in nutrition and food safety dining.

ANAPHYLAXIS
Anaphylaxis is an acute systemic (multi-system) and severe Type I Hypersensitivity allergic reaction in humans and other mammals. Minute amounts of allergens may cause a life-threatening anaphylactic reaction. Anaphylaxis may occur after ingestion, skin contact, injection of an allergen or, in rare cases, inhalation.

IV. Policy

1. The Board shall encourage and support schools and parents in providing an environment in which students and staff are encouraged to avail themselves of healthy food choices on a regular basis.

2. The Board shall promote awareness that there is a direct relationship between healthy eating, active living, and positive academic achievement.

3. The Board shall work with community partners to promote the further development and enhancement of a current, relevant nutrition education curriculum and enhance the resources available to teachers to support nutrition education activities.

4. Schools shall strive to ensure that food and beverages of maximum nutritional value are offered. The use of minimum nutritional value foods should be limited.

5. School and board office food and beverages shall be served and sold primarily for the purposes of providing healthy food choices rather than for revenue generation.

6. Fund-raising contributes to educational programs and opportunities for students and shall be complementary to the health of students and the community that supports them when healthy food and beverages or non-food options are chosen.

7. Partnerships between schools and businesses shall be designed with an emphasis on healthy food choices and educational needs before considering commercial gains.

8. Schools shall recognize that children often have little direct control over foods provided from the home due to income level, cultural background, and/or family preferences.

V. Related Information

Procedure and Appendix for this Policy:

Procedure: Healthy School Nutritional Environments - Implementation
Appendix: Healthy School Nutritional Environments – Related Information

Related Board Policies and Program

POLICY (Schools & Students): Anaphylaxis & Severe Allergic Reactions
POLICY (Schools & Students): Educational Partnerships
POLICY (Schools & Students): Fundraising in Schools
Cleaning Standards Program (Cafeteria)

Legislation

Education Act, s. 265 (j) , Duties of Principal (care of pupils);
Education Act, part XIII.I, Nutritional Standards.

Ministry of Education

Policy/Program Memorandum No. 150, Healthy Food and Beverage Policy, October 4, 2010

Other

Creating a Healthy School Nutrition Environment (CHSNE) Health Unit Collaboration, 2007
Health Canada Eating Well with Canada's Food Guide, 2007
Health Canada Eating Well with Canada's Food Guide, First Nations, Inuit and Métis, 2007
Ministry of Children and Youth Services - Student Nutrition Program and Nutrition Guidelines, 2007
Ministry of Education and Ministry of Health Promotion, Foundations for a Healthy School, Recognition Program, 2009
Ontario Physical and Health Education Association (OPHEA) – Healthy Schools and Communities.
Ontario Public Health Units - Nutrition Tools for Schools - A Toolkit for Ontario Public Health Units to Support Elementary Schools in Creating a Healthy Nutrition Environment, 2009
Ontario Society of Nutrition Professionals in Public Health School Nutrition Workgroup Steering Committee, Call to Action: Creating a Healthy School
School Resource, Promotion of Healthy Eating, The Power of One – The Movement of Many, 2007

Procedure: Healthy School Nutritional Environments - Implementation

I. Overview / Procedure Description

The Renfrew County Catholic District School Board is committed to the health and wellness of all members of its school communities (employees and students). In this way, we are committed to developing policies and procedures which support and promote healthy school nutritional environments through universal healthy snack programs, fundraising, cafeteria and hot lunch sales and safe food handling. Board personnel will teach and model these policies through daily opportunities in school and board functions.

II. Areas of Responsibility

a) Board employees shall model healthy eating and promote healthy nutritional environments whenever possible.
b) Board Principals/Vice-Principals may identify a maximum of 10 exemption days and keep a copy of these exemption days on file at their respective schools. A copy shall also be sent to the Director of Education by the end of June each calendar year.
c) Board principals and hot lunch providers shall work collaboratively to ensure that all hot lunches served in schools are of maximum nutritional value. Principals shall ensure each vendor/hot lunch supplier signs a compliance form, which is kept on file at the school for reporting purposes.
d) Board Principals, Superintendents and the Director, along with Catholic School Council members shall encourage healthy fundraising at all schools.
e) Board Principals, Superintendents and the Director shall promote universal snack programs and the sale of foods which are of Maximum Nutritional Value in all cafeterias (in accordance with NTS).
f) The appropriate Board Supervisory Officer and the Director shall have the responsibility for reviewing the results of school based reporting and make official reports to the Ministry as required.

III. Procedure Steps / Checklist

1. Food Guidelines:

a) Schools that provide food to students will be in compliance with Policy/Program Memorandum 150.

b) School principals will comply with Ministry of Education Policy/Program Memorandum No. 150, School Food and Beverage Policy.

c) Food and beverages served and sold in schools will reinforce the nutrition guidelines emphasized in the Ontario Curriculum, Canada's Food Guide, and in educational programs offered in our schools. This includes cafeterias, canteens, vending machines, lunch, breakfast and snack programs, and fund-raising events.

d) Foods and beverages sold or made available at school for lunch, canteen, and snack programs will emphasize vegetables and fruit; lower trans and hydrogenated fats, white and/or chocolate milk; whole grain products; lean meats; foods prepared with little or no fat; and foods low in salt, sugar, and caffeine.

e) Schools are strongly encouraged to offer only 100% fruit or vegetable juice, water, or milk (white or flavoured, 2% MF or less), and no soft drinks.

f) Foods and beverages with minimum nutritional value should be limited when sold in schools. When vending machines and cafeteria service contracts are renewed, the Board will make every effort to ensure that the spirit of this Administrative Procedure is considered. Cafeteria providers will be in compliance with Eat Smart! Ontario's Healthy School Program standards. Students will be consulted regarding options of healthy choices available on a regular basis. [See Appendix (Related Information), section VI, Eat Smart – Ontario's Healthy School Program.]

2. Related Guidelines:

a) School principals will **encourage** the development of universal Student Nutrition Programs (healthy breakfast and/or snack programs) in order to ensure that children from all income levels have access to nutritious foods. These programs will be developed in consultation with regional Student Nutrition Program Coordinators and Ministry of Children and Youth Services Student Nutrition Program Guidelines. [See Appendix (Related Information), Section III, School Nutrition Programs.]

b) Staff and volunteers will limit the use of food as a reward to promote positive classroom behaviour, except in cases where a program planning team is using applied behavioural analysis to implement an individual program plan. Using food as a reinforcer encourages children to eat when they are not hungry. Finding alternatives to food to reinforce behaviours is an important part of providing a healthy school environment. [See Appendix (Related Information), Section I, Importance of Non-food Rewards.]

c) Fund-raising with healthy food and beverages or non-food items will be considered to provide another opportunity to support healthy food choices taught in the classroom, home, and broader community. School sponsored fund-raising activities will promote either nutritious foods or non-food items. When food is chosen as the fund-raiser item it is recommended that only foods with maximum nutritional value be used. Foods and beverages with minimum nutritional value should be limited when used for fund-raising. [See Appendix (Related Information), Section I, Importance of Non-food Rewards and Section II, Healthy Fund Raising – It is Possible!]

d) All schools will provide adequate time (ideally a 15-20 minute nutritional break) for all students during lunch times. As well, schools will encourage all students to wash their hands before and after eating.

e) Classroom teaching tools should not display or promote corporate logos or brand names. The use of actual packaged foods to teach label reading, for example, is permissible.

f) In-school teaching tools should not display or promote corporate logos or brand names. (i.e. Smarties ™ math, fast food coupons with report cards)

3. Board Support:

a) The Board will encourage and communicate the following consistent healthy eating messages in school environments in order to promote a positive effect on health, growth, and intellectual development:

- healthy food choices help to support learning and performance;
- healthy eating enhances physical, emotional, social, and intellectual development;

- well nourished students and staff are able to concentrate better, retain and apply information more effectively, and are more likely to demonstrate positive behaviours and relationships with self, peers and co-workers;
- students across the system from all backgrounds and circumstances do not consistently receive adequate nutrition to support their learning and developmental needs, and this may inhibit levels of achievement and well-being among students in our schools.

  [See Appendix (Related Information), Section V, Addressing the Challenges for offering Healthy Foods in Schools.]

b) The School Board, through the Purchasing Department, will work towards providing healthy options in school vending machines that are *competitively priced*.

c) The Board will support opportunities for staff development and training for effective delivery of nutrition curriculum (as provided through workshops through the CCDPN).

d) The Board will provide a mechanism to co-ordinate, review, and evaluate the implementation and effectiveness of nutrition programs in the system, and to make changes where necessary.

e) The Board will work with partners in an effort to provide healthy food choices for students and to ensure that these healthy choices are competitively priced.

4. Education:

a) Schools and the board office will implement wellness programs to facilitate healthy staff and school environments.

b) Principals will ensure that nutrition education curriculum includes the curriculum expectations as outlined in the Ontario Curriculum, upheld in the Ontario Catholic School Graduate Expectations, as well as opportunities presented by planned events and incidents in the classroom. When possible, staff will incorporate nutrition education into other subject areas and outside classroom activities.

c) When working with parents and community members, staff will access appropriate resources and nutrition education opportunities such as:

- Ontario Curriculum Healthy and Physical Education
- Health Unit Dietitians
- Ontario Physical and Health Education Association (OPHEA)
- Eating Well with Canada's Food Guide
- Nutrition Tools for Schools © (Elementary)
- Curriculum Based Workshops.

d) Board staff will co-operate with the local Public Health Department/Unit in their ongoing efforts to educate and encourage students, parents, and the community about nourishment programs and nutrition education.

e) Schools will use a comprehensive approach to healthy eating involving the whole school community - staff, families, individuals, and organizations. Each school will recognize, value, support, and encourage parental and student involvement in planning school food choices and in making changes to reflect a healthy school nutrition environment.

f) When food is provided/sold at school meetings, workshops, special events, classroom celebrations, Catholic School Council events, healthy food and beverage choices with maximum nutritional value will be promoted.

g) Teaching staff will consult with local Public Health Departments/Units on nutrition resources and information, or will access PPM 150 Teacher Reference Guides. Registered Dietitians are available for consultation upon request.

h) School staff will encourage parents and/or guardians to send nutritious meals and snacks to schools and events through role modeling healthy eating behaviours and information in school newsletters, and through collaboration with local Public Health Department/Units. Children, for a variety of reasons including family income and lifestyle choices, do not have the power to determine what foods can be brought to school. Foods in a student's lunch *should never be critiqued* since they may have no choice in what is available. Offering or selling foods with Maximum Nutritional Value in the school environment helps to educate students (and their care givers) about healthy eating.

i) School staff and volunteers are encouraged to implement universal Student Nutrition Programs (healthy breakfast and snack programs) in schools in order to ensure that children from all income levels have access to nutritious foods. These programs will be developed in consultation with regional Student Nutrition Program Coordinators and the Ministry of Children and Youth Services Student Nutrition Program. [See Appendix (Related Information), section III, School Nutrition Programs.]

5. Health & Safety:

a) Staff members will adhere to policies regarding allergy-safe foods and safe food environments. The Anaphylaxis Policy of the Board will be implemented when considering foods sold, served, or brought into the school or the RCCDSB board office.

b) Foods served and sold in schools will be handled and prepared safely to prevent the spread of food-borne illness and disease. The Board will work with Public Health Department/ Units and other local partners to ensure that nutrition and food safety training for food service staff, including volunteers, is available. Hand washing shall be promoted as a simple and effective way to reduce the spread of food-borne illnesses, as well as colds and flu.

c) School principals will ensure that all food preparation follows good food safety practices. Principals are encouraged to work with their local Public Health Department/Unit to access food safety training.

IV. Definitions

NUTRITION EDUCATION
Nutrition education is the process of teaching validated, current nutrition knowledge in ways that promote the development and maintenance of positive attitudes and habits of making healthy food choices.

HEALTHY FOOD CHOICES
Foods and Beverages with Maximum Nutritional Value
Healthy food choices are foods and beverages with maximum nutritional value. These foods are:

- part of the four food groups in Canada's Food Guide;
- higher in nutrients needed for optimal growth and development (e.g. iron, vitamin D, calcium, vitamin C, vitamin A, protein);
- higher in fibre (for grain products and whole fruit and vegetables);
- usually contain little or no added salt and sugars.

Foods and Beverages with Minimum Nutritional Value
Foods* and beverages with minimum nutritional value:

- contain low amounts of essential nutrients and fibre; and/or
- are too high in unhealthy fats; and/or
- are high in added sugars or added salt; and/or
- are usually not part of any of the four food groups; Canada's Food Guide recommends limiting foods and beverages high in calories, fat, sugar, or salt.
  (Canada's Food Guide recommends limiting foods and beverages high in calories, fat, sugar, or salt.)
  [See Appendix (Related Information), Section IV, Food Items of Minimum Nutritional Value That Are Not Encouraged to be Served/Sold in the School.]

* Exceptions are sauces, condiments, toppings, and spreads that can be used in *modest* amounts as part of a meal or snack.

HEALTH PROMOTING SCHOOLS
Health promoting schools is an approach to school-based health promotion involving a broad spectrum of programs, activities, and services that take place in schools and their surrounding communities. The approach is designed to change the environment in which students and staff live and learn. Components include quality instruction and programs, healthy physical and supportive social environments, and school and community partners. Families, health professionals, educators, institutions, agencies, community organizations, and students all play important roles.

FOOD BORNE ILLNESS
Food borne illness (also food borne disease) is any illness resulting from the consumption of food. Food borne illness is commonly called food poisoning, even though most cases are caused by a variety of pathogenic bacteria, viruses, prions, or parasites that contaminate food, rather than chemical or natural toxins.

EAT SMART! ONTARIO'S HEALTHY SCHOOL PROGRAM
The Eat Smart! Ontario's Healthy School Program is a recognition program for Ontario school cafeterias and school food service providers that meet the criteria and exceptional standards in nutrition and food safety.

ANAPHYLAXIS
Anaphylaxis is an acute systemic (multi-system) and severe Type I hypersensitivity allergic reaction in humans and other mammals. Minute amounts of allergens may cause a life-threatening anaphylactic reaction. Anaphylaxis may occur after ingestion, skin contact, injection of an allergen or, in rare cases, inhalation.

Healthy School Nutritional Environments – Related Information

I. IMPORTANCE OF NON-FOOD REWARDS: 2
II. HEALTHY FUND RAISING – IT IS POSSIBLE! 3
III. SCHOOL NUTRITION PROGRAMS: 4
IV. FOOD ITEMS OF MINIMAL NUTRITIONAL VALUE THAT ARE *NOT ENCOURAGED* TO BE SERVED/SOLD IN THE SCHOOL: 5
V. ADDRESSING THE CHALLENGES FOR OFFERING HEALTHY FOODS IN SCHOOLS: ... 6
VI. THE EAT SMART – ONTARIO'S HEALTHY SCHOOL PROGRAM 6
VII. SPECIAL EVENT DAYS EXEMPTION TRACKING FORM: 6
VIII. HOT LUNCH SUPPLIER LETTERS / COMPLIANCE LETTERS: 8
IX. WEB RESOURCES & CONTACT INFORMATION: 12

I. Importance of Non-food Rewards:

a) Rewarding children in the classroom should not involve candy and other foods of Minimum Nutritional Value that can undermine children's health and reinforce unhealthy eating habits. Schools should practice the healthy eating messages as well as teach them. Providing food based on performance or behaviour connects food to mood. This practice can encourage children to eat treats even when they are not hungry and can instill lifetime habits of rewarding or comforting themselves with food behaviours associated with unhealthy eating or obesity. Awarding children food during class also reinforces eating outside of meal or snack times.

b) Since few studies have been conducted on the effect of using food rewards on children's long-term eating habits, the best policy is to try to avoid the use of food to reward children for good behaviour or academic performance. At minimum, rewarding children with foods of minimum nutritional value should be discouraged. Schools can help to promote a healthy learning environment by using only non-food rewards when they choose to recognize positive behaviour or classroom success.

Examples of Beneficial (and inexpensive) Rewards for Children
Social Rewards Recognition Privileges Rewards for a Class

Social Rewards	Recognition	Privileges	Rewards for a Class
• "Social rewards" which involve attention, praise, or thanks, are often more highly valued by children than a toy or food. • Simple gestures like pats on the shoulder, verbal praise (including in front of others), nods, or smiles can mean a lot. • These types of social rewards affirm a child's worth as a person. • trophy, plaque, ribbon, or certificate in recognition of achievement.	• trophy, plaque, ribbon, or certificate in recognition of achievement. • sticker with an affirming message (e.g., "Great Job"). • recognizing a child's achievement on the school-wide morning announcements. • a note from the teacher to the student. • a note from the teacher to the student commending his or her achievement.	• going first. • choosing a class activity. • helping the teacher sitting by friends or in a special seat next to or at the teacher's desk. • teaching the class.	• extra recess. • eating lunch outdoors. • reading outdoors. • dancing to music. • playing a game or doing a puzzle together. • "free choice" time at the end of the day. • a song, dance, or performance by the teacher or students.

II. Healthy Fund Raising – It is Possible!

Not all schools feel the need to fund-raise but many do in order to support some school-wide events and initiatives. Many of the traditional types of fund-raisers, such as selling chocolate bars or cookie dough, go against the healthy eating lessons taught in the classroom and do not support efforts of families and community members to eat well.

Benefits
Healthier Fund-raising

- encourages healthier habits (e.g., healthy eating, being physically active)
- does not contradict classroom health eating education
- generates income for the school
- demonstrates the school's commitment to student health

There may be a misconception that "healthier" products will not sell or that non-food fundraising activities are too hard to organize. More and more schools are finding healthier fundraising alternatives which are making healthy profits for their schools.

Criteria for Fund-raising with Food
If using food as a fund-raiser, ensure that limited food of Minimum Nutritional Value is considered. See Section IV, Food Items of Minimum Nutritional Value That are not Encouraged to be Served/Sold in the School.

Foods and Beverages with Minimum Nutritional Value
Foods* and beverages with minimum nutritional value should be limited when sold in schools or used for fund-raising because they:

- contain low amounts of essential nutrients and fibre, and/or
- are too high in unhealthy fats, and/or
- are high in added sugars or added salt, and/or
- are usually not part of any of the four food groups;.
  (Canada's Food Guide recommends limiting foods and beverages high in calories, fat, sugar, or salt.)

* Exceptions are sauces, condiments, toppings, and spreads that can be used in modest amounts as part of a meal or snack. For examples of foods and beverages of minimal nutritional value, see Section IV, Food Items of Minimum Nutritional Value That are not Encouraged to be Served/Sold in the School.

Other Fund-raising Ideas
The following is a list of ideas for school fund-raisers that don't necessarily sell a product but are more events focussed:

- Hold a silent auction featuring the time, products, or talents of local businesses (e.g. round of golf, haircuts, car safety checkups, manicure, etc.)
- Organize a trunk/garage sale in the school parking lot. Have school families purchase a spot to sell their used items and a 10% donation to the school from the income they make that day.
- Ask students to collect pledges for a basketball hoop-shooting event, jump-a-thon, ski-a-thon, bowl-a-thon, or walk-a-thon, etc.
- Partner with a local florist or nursery and sell hanging baskets or bedding plants in the spring.

III. School Nutrition Programs:

Children come to school hungry for a variety of reasons:

- parents unable to ensure that breakfast is eaten due to their work schedules
- peer pressure surrounding weight and body image
- extra-curricular activities before school
- parental norms
- long bus rides
- early daycare
- children may not be hungry first thing is the morning
- socially disadvantaged families.

Universal school nutrition programs help ensure that Canadian children from all income brackets have access to safe, nutritious and personally acceptable food that will optimize learning. Studies show that when children are properly nourished there is a marked improvement at school in attention, behaviour, and attendance. *(National Institute of Nutrition, 2003)* More recently, research has shown an association between diet quality and academic performance. (Journal of School Health, 2008).

The following web sites contain general information regarding school nutrition programs:

- Example A

- Example B

Locally, please contact natalie.martin@uclc.ca for further information on starting a breakfast or snack program in your school.

"When a child's stomach is empty, everything else is secondary. Before developing a thirst for knowledge and a hunger for learning, one must first satisfy the body's thirst and hunger."
Romeo LeBlanc, Former Governor General of Canada.

IV. Food Items of Minimal Nutritional Value that are *not encouraged* to be served/sold in the School:

Food	Examples
Mixed Foods/Entrées	• hot dogs, corndogs, or pogos; battered/breaded and fried items (e.g., french fries, fish, fish burgers or sticks, rib on a bun, onion rings, chicken nuggets or burgers, chicken, zucchini, mushrooms, cheese); • processed, previously deep fried and oven-heated commercial products (e.g., chicken nuggets, chicken fingers, fries); • higher fat processed lunch meats (e.g., sausages, macaroni loaf, salami, pepperoni, bologna, wieners,); • egg rolls; • poutine; • pastry-based pita pockets; • sausage rolls; • chicken wings; • dried instant soup.
Baked Goods	• pastries – turnovers, danishes, croissants; cakes or cupcakes; tarts; pie; novelty cakes; donuts; cookies with sweet filling, icing, and/or chocolate; rice cereal squares.
Processed or Snack Foods	• granola bars dipped in chocolate or yogurt, or with chocolate chips, marshmallows; • candy – hard, soft, chewy, etc.; • licorice; • artificial fruit snacks and roll-ups; • chocolate; • gum (with sugar); • corn nuts; • sesame snaps; • fruit chips; • fruit jells or jellied desserts; • popcorn; • meal replacement bars, protein bars, or energy bars • chips – potato, corn, wheat or multi-grain; cheesiest and flavoured puffs; chocolate bars.
Frozen Novelties	• milkshakes (higher fat); eggnogs; popsicles; freezies; sherbet; frozen novelties (egg, drumsticks, ice cream).
Beverages	• hot chocolate made with water; meal replacement shakes or beverages; • iced tea (all flavours); • energy drinks (egg, Red Bull) or herbal drinks; • pop - regular and diet; • flavoured waters with added sugar; • sports drinks; • sweetened "fruit" beverages (egg, drinks, aides; • cocktails, punches); • sloshes (with added sugar); • lemonades.

V. Addressing the Challenges for Offering Healthy Foods in Schools:

a) With limited time, funds, volunteers, and kitchen space, schools may need to be resourceful and creative to provide healthy alternatives for their students. The following tips are to help support running successful healthy lunches and snacks.
   - Support local businesses. They appreciate the business. Inform them of the Nutrition Policy and provide them with a copy of these guidelines. Let them know that only healthy foods can be offered in schools and they must follow the nutrition policy. Try negotiating with a local restaurant, bakery or food producer for discount prices on healthier items.
   - Call the local grocery or general store and inquire about their services. Ask if they can cater fruit & vegetable trays or healthy pizzas, mini-subs, fruit smoothies, or other items similar to the larger chain grocery stores.
   - If your school does not have the facilities for food preparation try partnering with a local church or service group that has an approved kitchen facility and someone trained in safe food handling. Consult with your local Health Unit to ensure food safety standards are met when doing any kind of food preparation.
   - Contact your local secondary school to inquire about their Hospitality or Food Service Programs. Students in these classes operate catering businesses or restaurants and may be able to provide healthy foods are reasonable prices.

b) Making sure the food you serve is safe when planning a Special Event at your school please contact the Environmental Health/Health Protection Department at your local Health Unit. Your local Health Department/Unit may require you to submit a Special Events permit form. Also remember, food allergies can be very serious especially in children. Always confirm with the principal about allergies within the school.

VI. The Eat Smart – Ontario's Healthy School Program

The Eat Smart! Ontario's Healthy School Program offers recognition to Ontario school cafeterias and school food service providers that meet exceptional standards in nutrition and food safety by qualifying the school on the following
criteria:

a) Healthy Food Choices - the facility must provide a variety of healthier food choices, on the menu and by request, including whole grains, vegetables and fruit, lower fat options, and substitutions;
b) Food Safety - the facility must have an excellent track record in food safety based on the requirements of Ontario's Food Premises Regulation and at least one full-time kitchen employee certified in safe food handling; and
c) Increasing the availability of healthier food and beverage choices at all influential purchase locations (i.e. displays at point of purchase, self-serve coolers and dispensers, free-standing and mobile carts).

VII. Special Event Days Exemption Tracking Form (see next page):

Renfrew County Catholic District School Board

School Food and Beverage Policy "Special Event" Days Exemption Tracking Form [1]

[1] ***"Notwithstanding this exemption of up to 10 exemptions, on special-event, days, schools are encouraged to sell food and beverages that meet the nutrition standards set out in the policy." Ministry of Education, 2010. Page 4 SFBP Resource Guide. Support the 'spirit' of the policy by making the healthy choice, the easy choice!***

School Name:

	Special Event	*Date*	*Lead Staff/Volunteer*	*Students Involved*	*Food and Beverages Served*	*Comments*
Eg	Christmas Dance	Nov 25/11	Principal/school council chair	Grades 5 - 7	Clementines, Fruit smoothies, potato chips, nacho chips	Ran out of Clementines, smoothies a hit!

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VIII. Hot Lunch Supplier Letters / Compliance Letters:

A. Board / School Letter to Pizza Supplier

Dear Pizza Supplier,

The Renfrew County Catholic District School Board is committed to creating healthy schools for our staff and students. As part of this commitment, we are recommending that our schools sell pizzas that provide Maximum Nutritional Value[1] (eg, whole grain flour) and meet the Sell Most criteria of the Ontario Ministry of Education's School Food and Beverage Policy (PPM 150).

Renfrew County Catholic District School Board is requesting that pizza suppliers provide pizza to: _____ (insert name of school/s) made with the following ingredients:

- Whole grain crust (some white flour can be used)
- Part skim milk cheese (20% MF or less)
- Lean meat (eg, grilled chicken) and/or vegetable toppings
- Low sodium pizza sauce (480 mg or less)

For more information about PPM 150, or healthy eating, please contact the Renfrew County and District Health Unit Health Information Line at 613-735-8666.

For information on healthy schools go to the Ministry of Education Healthy Schools website

For additional clarification, please contact _____at the _____ (insert school board).

We look forward to working with you.

Sincerely,

Michele Arbour, RCCDSB

[1] Food and beverages with Maximum Nutritional Value meet or exceed PPM 150 because they are:

- Part of the four food groups in Canada's Food Guide
- Higher in nutrients needed for optimal growth and development (eg, iron, vitamin D, calcium, vitamin C, vitamin A, protein, fibre)
- Lower in unhealthy fats (ie, saturated fat and trans fat) and usually contain little or no added salt and sugars

B. Letter of Compliance from Pizza Supplier

Pizza Supplier Name:

Address:

Phone number:

We/I the above named Pizza Supplier have read and understood the attached letter for Pizza Suppliers regarding the School Food and Beverage Policy (PPM 150) and are able to comply with the following requests:

□ Whole grain crust

□ Part skim milk cheese (20% MF or less)

□ Vegetable or lean meat toppings (excluding pepperoni)

□ Low sodium pizza sauce (480 mg or less)

To be a vendor for the Renfrew County Catholic District School Board for the upcoming school year (2010-2011), this signed form must be on file with the Principal prior to pizza orders being received. Please fax back the completed copy of this form to the Principal at _____.

Signature: Date:
(Manager of Pizza Supplier)

C. School / Board Letter to Catered Lunch Supplier

Dear Catered Lunch Supplier,

The Renfrew County Catholic District School Board is committed to creating healthy schools for our staff and students. As part of this commitment, we are recommending that our schools sell food and beverages that provide Maximum Nutritional Value[2] (eg, vegetables, fruit, whole grain bread, and lean meats) in addition to meeting the Sell Most criteria of the Ontario Ministry of Education's School Food and Beverage Policy (PPM 150).

The Renfrew County Catholic District School Board is requesting that catered lunch suppliers offer lunches to _____ (insert name of school) that meet the following criteria:

- ☐ at least 80% of the food sold will be from the Sell Most category or food with Maximum Nutritional Value (eg, fruit, vegetables, whole grain products, yogurt)
- ☐ no more than 20% of the food sold will be from the Sell Less category (eg, full fat cheese)
- ☐ only beverages from the Sell Most category or beverages with Maximum Nutritional Value will be sold, if offered (eg, water, 100% juice, lower-fat milk)
- ☐ do not sell any food and beverages from the Not Permitted for Sale category

For help assessing your menu it is strongly encouraged that you have your menu reviewed by a Registered Dietitian. To find a dietitian, visit the Dietitians of Canada website at - or call Eat Right Ontario at – 1-877-510-5102. For more information about PPM 150, or healthy eating, please contact the Renfrew County and District Health Unit Health Information Line at 613-735-8666 or for information on healthy schools go to the Ministry of Education Healthy Schools website

For additional clarification, please contact _____ at the _____.
We look forward to working with you.

Sincerely,

Principal

[2] Food and beverages with Maximum Nutritional Value meet or exceed PPM 150 because they are:

- Part of the four food groups in Canada's Food Guide
- Higher in nutrients needed for optimal growth and development (eg, iron, vitamin D, calcium, vitamin C, vitamin A, protein, fibre)
- Lower in unhealthy fats (ie, saturated fat and trans fat) and usually contain little or no added salt and sugars

D. Letter of Compliance from Catered Lunch Supplier

Lunch Caterer Name:

Address:

Phone number:

We/I the above named Caterer have read and understood the attached letter for Lunch Suppliers regarding the School Food and Beverage Policy (PPM 150) and are able to comply with the following requests:

- ☐ at least 80% of the food sold will be from the Sell Most category or food with Maximum Nutritional Value (e.g. fruit, vegetables, whole grain products, yogurt)
- ☐ no more than 20% of the food sold will be from the Sell Less category (eg, full fat cheese)
- ☐ only beverages from the Sell Most category or beverages with Maximum Nutritional Value will be sold, if offered (e.g. water, 100% juice, lower-fat milk)
- ☐ do not sell any food and beverages from the Not Permitted for Sale category

I have had my menu assessed by a dietitian: ☐ Yes ☐ No

To be a vendor for the Renfrew County Catholic District School Board for the upcoming school year (2010-2011), this signed form must be on file with the Principal prior to providing lunch at _____ (insert name of school). Please fax back the completed copy of this form to the Principal at _____.

Signature: Date:
(Manager of Lunch Caterer Supplier)

IX. Web Resources & Contact Information:

Renfrew County and District Health Unit-Dietician:
Carolyn Froats-Emond

Ministry of Children and Youth Services:
Student Nutrition Program and Nutrition Guidelines

Health Canada Food Guide

Ministry of Education and Ministry of Health:
Foundations for a Healthy School Chart

Healthy Schools: Step 1 - Get Started (School Scan Form)

School Nutrition Programs
Example A

Example B

Center for Science in the Public Interest
Classroom Reward Chart

Champlain Cardiovascular Disease Prevention Network:
Healthy Fundraising

POLICY: Information (Student) – Collection, Use & Disclosure

I. Purpose of Policy

The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA):

- protects the personal information of students held by school boards and
- provides students/students' parents a right of access to that information.

The Act sets out restrictions on the collection, use and disclosure of a student's personal information.

Section 265 (1) (d) of the Education Act sets out the duty of a principal to collect information for inclusion in a pupil record and section 266 of the Education Act sets out restrictions on the use and disclosure of that information.

This Policy provides guidance to Board employees, trustees, agents, independent contractors and other individuals involved with the Board as to the applicable statutory requirements for the ***collection, use and disclosure of students' personal information including information in pupil records.***

II. Policy Statement

1. Personal Information (MFIPPA) / Pupil Records (Education Act):

a) MFIPPA & Personal Information:

Personal information means recorded information about an identifiable individual, including,

i) information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual,

ii) information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved,

iii) any identifying number, symbol or other particular assigned to the individual,

iv) the address, telephone number, fingerprints or blood type of the individual,

v) the personal opinions or views of the individual except if they relate to another individual,

vi) correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence,
vii) the views or opinions of another individual about the individual, and
viii) the individual's name if it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual (s. 2 (1)).

b) Education Act & Ontario Student Record Cards (OSR's):

A pupil record is information collected in accordance with the regulations and guidelines issued by the Minister of Education and is a record of a student's educational progress through the elementary and secondary schools of Ontario. This record is most commonly referred to as the Ontario Student Record or OSR (s. 265 (1) (d) and s. 266).

c) Pupil Records:

A pupil record is also personal information under the MFIPPA.

2. Student Information & Pupil Record (OSR) Information is Confidential:

a) Personal information of a student is confidential and there are restrictions on its collection, use and disclosure in Part II of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).
b) Information in a pupil record, more commonly referred to as an Ontario Student Record (OSR), is confidential and there are restrictions on its use and disclosure in section 266 of the Education Act.

3. Collection of Student Information (MFIPPA):

a) Collection of Student Information:

No person shall collect a student's personal information on behalf of the Board unless the collection is:
i) expressly authorized by statute,
ii) used for the purposes of law enforcement or
iii) necessary to the proper administration of a lawfully authorized activity of the Board (s. 28 (2)).

b) Direct Collection of Student Information:

Student information shall be collected directly from the individual to whom the information relates unless the individual authorizes another manner of collection, another manner of collection is authorized by statute (i.e. the Education Act) or the MFIPPA authorizes another method of collection (s. 29 (1)).

[NOTE: Please refer to Section 2 of Part III (Procedure Steps / Checklist) in Procedure A – Guidelines which sets out the procedure to follow in collecting student information from students and their parents.]

c) *Notice of Collection of Student Information:*

If student information is collected on behalf of the Board, the Board shall inform the individual to whom the information relates of,

i) the legal authority for the collection;
ii) the principal purpose or purposes for which the information is intended to be used; and
iii) the title, business address and business telephone number of an officer or employee of the institution who can answer the individual's questions about the collection (s. 29 (2)).

4. Use of Student Information / Pupil Records:

a) *Use of Student Information (MFIPPA)*

The Board shall not use student information in its custody or under its control except,

i) if the person to whom the information relates has identified that information in particular and consented to its use;
ii) for the purpose for which it was obtained or compiled or for a consistent purpose; or
iii) for a purpose for which the information may be disclosed to the Board under the MFIPPA (s. 31).

b) *Use of Pupil Records (Education Act):*

A pupil record is privileged for the information and use of supervisory officers and the principal, teachers and designated early childhood educators of the school for the improvement of instruction and other education of the pupil. (s. 266 (2)).

5. Disclosure of Student Information / Pupil Records:

a) *Disclosure of Student Information (MFIPPA):*

The Board shall not disclose student information in its custody or under its control except,

i) if the person to whom the information relates has identified that information in particular and consented to its disclosure;
ii) for the purpose for which it was obtained or compiled or for a consistent purpose;
iii) if the disclosure is made to an officer, employee, consultant or agent of the Board who needs the record in the performance of their duties and if the disclosure is necessary and proper in the discharge of the Board's functions;

iv) for the purpose of complying with an Act of the Legislature or an Act of Parliament, an agreement or arrangement under such an Act or a treaty;
v) if disclosure is to an institution or a law enforcement agency in Canada to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result;
vi) in compelling circumstances affecting the health or safety of an individual if upon disclosure notification is mailed to the last known address of the individual to whom the information relates;
vii) in compassionate circumstances, to facilitate contact with the spouse, a close relative or a friend of an individual who is injured, ill or deceased; or
viii) as otherwise permitted under the MFIPPA (s. 32).

b) Disclosure of Pupil Records (Education Act):

i) Pupil records are not available to any other person subject to the rights of the medical officer of health, the pupil's parents or guardian where the pupil is a minor, and the pupil without the written permission of the parent or guardian of the pupil, where the pupil is a minor or of the adult pupil (s. 266 (2)).
ii) Pupil records may be disclosed to the Minister of Education and to the Board (s. 266 (7) and as otherwise required by the Act and its Regulations (s. 266 (6) (a)).
iii) However, since pupil records are personal information under the MFIPPA, these records may also be disclosed pursuant to the provisions of that Act set out in section 5 (a) above.

6. Court Action or Tribunal Proceeding:

a) A court or a tribunal has the power to compel a witness to testify or compel the production of a document which contains student information and pupil record information (MFIPPA, s. 51 (2)).
b) In situations dealing with student information or pupil records the witness should not disclose this information or these documents without a specific court or tribunal order.
c) A subpoena or summons to a witness is not a court or tribunal order which authorizes the release of student information or pupil record information.

7. Proceedings under the Youth Criminal Justice Act (YCJA):

a) Priority of the YCJA over Provincial Legislation:

The YCJC is federal legislation related to criminal law and takes priority over provincial legislation.

b) Definition of Young Person:

A young person is a person between 12 and 18 years of age. (s. 2 (1))

c) *Identity of Offender in YCJA Proceeding not to be Published:*

Subject to the YCJA, no person shall publish the name of a young person, or any other information related to a young person, if it would identify the young person as a young person dealt with under this Act. (s. 110 (1))

d) *Identity of Victim and Witness in a YCJA Proceeding not to be Published:*

Subject to the YCJA, no person shall publish the name of a child or young person, or any other information related to a child or a young person, if it would identify the child or young person as having been a victim of, or as having appeared as a witness in connection with, an offence committed or alleged to have been committed by a young person. (s. 111 (1))

e) *Disclosure of Record to School Personnel:*

An authorized person under the YCJA may disclose to any professional or other person engaged in the supervision or care of a young person — including a representative of any school board or school— any information contained in a young person's record if the disclosure is necessary

i) to ensure compliance by the young person with an authorization related to release from a youth custody facility or an order of the youth justice court;
ii) to ensure the safety of staff, students or other persons; or
iii) to facilitate the rehabilitation of the young person. (s. 125 (6))

f) *Record Information to be kept Secure and Confidential:*

A person to whom information from a young person's record is disclosed shall:

i) keep the information separate from any other record of the young person to whom the information relates;
ii) ensure that no other person has access to the information except if authorized under the YCJA and
iii) destroy their copy of the record when the information is no longer required for the purpose for which it was disclosed. (s. 125 (7))

8. Individual's Rights to Access and Correct their Student Information / Pupil Record

a) *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA):*

i) Every individual has a right of access to any personal information about the individual held by the Board which is reasonably retrievable by the Board (s. 36 (1)).
ii) Access to an individual's personal information held by the Board shall be in accordance with the provisions of the Act.
iii) Every individual who has been given access to his or her personal information held by the Board has a right to request correction of the personal information in accordance with section 36 (2) of the Act.

b) Education Act:

An individual's right of access to and right to request correction of a record of pupil information shall be in accordance with procedure laid out in section 266 of the Education Act.

9. Board Staff Obligations:

a) Board staff includes Board employees, trustees, agents, independent contractors and other individuals involved with the Board.

b) Board staff shall comply with legislation, Ministry directives, their own profession's standards, Board policies, procedures and agreements when collecting, using and disclosing student information.

c) Board staff shall protect student information by following proper procedures and best practices as outlined in Board Policies, Board Procedures and as directed by Superintendents, Managers, Principals and Supervisors.

d) Board staff shall report any suspected privacy or security breaches of which they are aware.

e) Board staff shall take reasonable steps to ensure the student information within their custody and control is secured and protected.

10. Guidelines, Security Measures and Privacy Breaches

Board staff shall follow:

- the Guidelines set out in Procedure A,
- the Security Measures set out in Procedure B, and
- the Privacy Breach Checklist set out in Appendix B.
- the Privacy Breach Report set out in Appendix C.

11. Retention and Destruction of Student Information / Pupil Record:

a) Student information that has been used shall be retained for a minimum of one year (MFIPPA, Regulation 823 (General), s. 5)

b) Pupil record information shall be retained for a minimum of one year. After the one year period pupil record information shall be retained in accordance with the provisions of Section 8 of the (2000) Ontario Student Record (OSR) Guideline.

c) The Board shall establish a classification, retention and destruction schedule for all Board records.

d) Staff must ensure that records containing student information be destroyed in a method appropriate to the medium, i.e. paper-shred, computers - rendered unusable.

III. Definitions

consistent purpose means a purpose which the individual might reasonably have expected.

law enforcement means,

a) policing,
b) investigations or inspections that lead or could lead to proceedings in a court or tribunal if a penalty or sanction could be imposed in those proceedings, or
c) the conduct of proceedings referred to in clause (b)

recorded information should be viewed as being an all-inclusive term that encompasses every conceivable way that information, including data, text, image or sound, can be created, stored and retrieved electronically.

IV. Related Information

Procedures / Appendix for this Policy

PROCEDURE A: Guidelines
PROCEDURE B: Security Measures
APPENDIX A: Student Information Explanation
APPENDIX B: Privacy Breach Checklist
APPENDIX C: Privacy Breach Report
APPENDIX D: Confidentiality Agreement

Related Policy (Human Resources)

POLICY: Information (Confidential) – Collection, Use & Disclosure

Legislation (Federal)

Youth Criminal Justice Act

Legislation (Provincial)

Education Act
Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
MFIPPA, Regulation 823 (General)

Ministry of Education

Ontario Student Record (OSR) Guideline 2000.

PROCEDURE A: Guidelines

I. Overview / Procedure Description

Guidelines for the collection, use and disclosure of student information.

II. Areas of Responsibility

All Board employees, trustees, agents, independent contractors and other individuals involved with the Board who collect, use and/or disclose student information.

III. Procedure Steps / Checklist

1. Student Information & Pupil Records (OSR) are Confidential:

a) Generally, all student information is confidential and protected by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

b) Information in a pupil record, more commonly referred to as an Ontario Student Record (OSR), is confidential.

2. Collection of Student Information:

CHART A: Student Information May be Collected from:

Student Age / Status	**Student under 16**	**Student 16-17**	**Student 16-17 withdrawn from parental control**	**Student 18 & over**
AUTHORIZED PERSON	Parent / guardian	Student or parent/guardian	Student	Student

a) The above individuals may authorize another manner of collection.

b) The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) may authorize another manner of collection.

3. Notice of Collection and Use:

a) Board forms requesting student information set out the statutory authority, the general use of the information and a Board contact person.

> The personal information you have provided is collected by the Renfrew County Catholic District School Board under the authority of the Education Act (R.S.O. 1990, c. E.2) ss. 58.5, 265, and 266 as amended.
>
> The information will be used for the purposes of educating students and for related purposes.
>
> For questions about this collection, speak to the school principal. The contact information for your school principal can be found on the Board web site (Our Schools – School Directory).

b) An explanation of the collection and use of student information is set out in Appendix A to this Policy and is also included in student agenda documents.

4. Use of Student Information:

Student information is used for educational purposes or for purposes which support educational purposes. Generally, these purposes are set out in the Education Act, its Regulations, Ministry of Education policy, memoranda and directives.

5. Disclosure of Student Information under the MFIPPA:

Student information may be disclosed:

a) if the person to whom the information relates has identified that information in particular and consented to its disclosure;

b) for the purpose for which it was obtained or compiled or for a consistent purpose;

c) if the disclosure is made to an officer, employee, consultant or agent of the Board who needs the record in the performance of their duties and if the disclosure is necessary and proper in the discharge of the Board's functions;

d) for the purpose of complying with an Act of the Legislature or an Act of Parliament, an agreement or arrangement under such an Act or a treaty;

e) if disclosure is to an institution or a law enforcement agency in Canada to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result;

f) in compelling circumstances affecting the health or safety of an individual if upon disclosure notification is mailed to the last known address of the individual to whom the information relates;

g) in compassionate circumstances, to facilitate contact with the spouse, a close relative or a friend of an individual who is injured, ill or deceased; or

h) or as otherwise permitted under the MFIPPA. (s. 32)

6. Disclosure of Student Information under the Education Act (s. 266):

Student information may be disclosed as follows:

a) student information needed by supervisory officers and the principal, teachers and designated early childhood educators of the school for the improvement of instruction and other education of the pupil,

b) the pupil's name, address and telephone number, the pupil's birthdate and the name, address and telephone number of the pupil's parent or guardian to the local Medical Officer of Health,

c) to the pupil, and his or her parent or guardian unless the pupil is at least 18 or the pupil is 16-17 and has left parental control,

d) by the principal for the purpose of making a report required by legislation, for a report requested by the pupil to an educational institution for the pupil's further education or for a report requested by the pupil for the pupil's application for employment,

e) by the principal for the purpose of a pupil disciplinary proceeding.

7. Permitted Disclosures of Student Information to School Staff for Safety Reasons:

The Board and Board supervisors, including Principals, have duty to provide student information related to a risk of workplace violence from a student with a history of violent behaviour if,

i) the Board employee or service provider can be expected to encounter that student in the course of his or her work; and

ii) the risk of workplace violence is likely to expose the Board employee or service provider to physical injury.

The Board and Board supervisors shall not disclose more student information in the circumstances than is reasonably necessary to protect a Board employee or service provider from physical injury. (Occupational Health and Safety Act, s. 32.0.5 (3) (4))

8. Parent/Student Access to Student Information and Consent to Disclose Student Information:

CHART B: Parent and Student Access to Student Information

Legislation (information type)	**Student under 16**	**Student 16-17**	**Student 16-17 withdrawn from parental control**	**Student 18 & over**
MFIPPA (student information)	Parent / Guardian and Student	Student	Student	Student
Education Act (pupil record information–OSR)	Parent / Guardian and Student	Parent/Guardian and Student	Student	Student

CHART C: Parent and Student Consent to Disclose Student Information

Legislation (information type)	**Student under 16**	**Student 16-17**	**Student 16-17 withdrawn from parental control**	**Student 18 & over**
MFIPPA (student information)	Parent / Guardian	Student	Student	Student
Education Act (pupil record information – OSR)	Parent/Guardian	Parent/Guardian and Student	Student	Student

9. Parenting Time / Decision Making Responsibility (Custody / Access):

a) Court Order / Separation Agreement:
Parenting time and decision-making responsibility with respect to a child may be set out in a written separation agreement between the parents or in a court order.

b) Parenting Time:
Parenting time means the time that a child of the marriage spends in the care of a parent / other person whether or not the child is physically with that person during that entire time.

c) Decision Making Responsibility:
Decision-making responsibility means the responsibility for making significant decisions about a child's well-being, including in respect of

- health;
- education;
- culture, language, religion and spirituality; and
- significant extra-curricular activities.

d) Custody, Access and Joint Custody:
In older separation agreements or court orders the terms custody (primary residence of child and full decision making), access (right to visit child and to receive information) or joint custody (shared primary residence and decision making) may have been used

10. Separated / Divorced Parents Access to Student Information and Right to make Student Information Decisions

a) Separated / Divorced Parent Access to Student Information:
Unless there is a court order prohibiting parent access to student information, a parent who has parenting time (or access) or decision-making responsibility under a court order or separation agreement has the right to to make inquiries and to be given information about the child's well-being, including in relation to the child's health and education.
(Divorce Act, s. 16.4 and Children's Law Reform Act, s. 20 (5))

CHART D: Separated / Divorced Parents' Access to Student Information

Family Situation with Child under 16	**Child's Well Being, Education or Health Information**
Parents and Child living together	Either parent
Separated Parents: Child with one parent with consent of the other parent.	Either parent
Separation Agreement: Parents share parenting time and/or decision-making responsibility.	Either parent
Court Order: Parents share parenting time and/or decision-making responsibility.	Either parent.

b) Separated / Divorced Parent Right to make Decisions for Student:
A court order or a separation agreement may specify that one parent has sole decision-making responsibility (custody) for making significant decisions about a child's well being including with respect to:

- health,
- education,
- culture, language, religion and spirituality, and
- significant extra-curricular activities.

CHART E: Separated / Divorced Parents' Right to make Decisions for Student in respect of Student Information

Legislation (information type)	**Student under 16**	**Student 16-17**	**Student 16-17 withdrawn from parental control**	**Student 18 & over**
MFIPPA (student information decisions)	Parent with sole decision-making responsibility	Student	Student	Student
Education Act (pupil record information – OSR decisions)	Parent with sole decision-making responsibility	Parent with sole decision-making responsibility and Student	Student	Student

11. Student Health Card Numbers are Confidential (Personal Health Information Protection Act, s. 34)

a) Persons who provide provincially funded health resources may require individuals to produce their health cards.

b) Students or their parents may voluntarily provide Board employees with their own or their child's health card number to facilitate access to emergency health services, but Board employees cannot require the production.

c) Health card numbers which are disclosed to Board employees for the purpose of facilitating access to emergency health services shall not be used or disclosed for any other purposes.

12. Law Enforcement Disclosures:

a) Under MFIPPA disclosure of personal information is permitted to an institution or a law enforcement agency in Canada to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result. (s. 32 (g))

b) Law enforcement means,

i) policing,

ii) investigations or inspections that lead or could lead to proceedings in a court or tribunal if a penalty or sanction could be imposed in those proceedings, or

iii) the conduct of proceedings referred to in clause (ii). (MFIPPA, s. 2 (1))

13. Suspected Child Abuse and Disclosures to a Children's Aid Society:

a) If a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect child abuse, the person shall forthwith report the suspicion and the information on which it is based to a children's aid society (Child, Youth and Family Services Act, 2017, s. 125 (1)).

b) A Children Aid Society Review Team has the right to obtain personal information from schools and school boards to investigate allegations or complaints around the issue of child protection. (Child, Youth and Family Services Act, 2017, s. 129).

12. Court / Tribunal Subpoena and Witness Obligations:

a) Consult Board Counsel:
If Board staff are served with a summons or a subpoena, they should consult Board counsel for direction and advice on their legal obligations.

b) Subpoena:

i) Counsel for the parties to a criminal or civil trial or to an administrative hearing can require the presence of a witness to testify and to bring any requested documents, which are in his or her possession or control, by getting the court or the tribunal to issue a subpoena or summons to witness and serving the document on the witness.

ii) Once served, the witness is required to attend with the requested documents and remain throughout the proceedings until excused by the presiding judge.

iii) A witness is not required to consent to being interviewed by the counsel who issued the subpoena or summons to witness prior to the trial or hearing.

iv) A witness cannot release student personal information / records or staff personal information / records without an informed written consent from the individual concerned or without a specific court or tribunal order.

v) A subpoena or a summons to a witness is not a court or tribunal order.

c) Documents containing Student Information and/or Pupil Records:
The Education Act and the Municipal Freedom of Information and Protection of Privacy Act contain restrictions on the disclosure of student and/or staff records or information. You cannot release these documents or the information contained in them without an ***informed written consent*** or an ***appropriate court or tribunal order*** unless otherwise authorized by the applicable legislation.

d) Procedure:

i) If a witness has been subpoenaed, he or she is legally obligated to appear at the trial or hearing and to truthfully answer all the questions which he or she is asked at that time. If any documents are mentioned in the subpoena, the witness is required to bring the original of the said documents to the trial.

ii) A subpoena or a summons to witness is not a court or tribunal order.

iii) Without a court/tribunal order or specific written consent you cannot discuss a student's personal information or pupil record information with counsel or disclose any documents containing a student's personal information or pupil record with counsel.

iv) In circumstances where you are asked for personal information about a student or OSR information and no consent has been given, you should advise the court that the information is confidential pursuant to the Education Act and the Municipal Freedom of Information and Protection of Privacy Act and cannot be disclosed without a court order. You should then comply with whatever the Judge or Tribunal Chair orders.

IV. Definitions

Municipal Freedom of Information and Protection of Privacy Act

law enforcement means,

i) policing,

ii) investigations or inspections that lead or could lead to proceedings in a court or tribunal if a penalty or sanction could be imposed in those proceedings, or

iii) the conduct of proceedings referred to in clause (ii). (MFIPPA, s. 2 (1))

personal information means recorded information about an identifiable individual, including,

i) information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual,

ii) information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved,

iii) any identifying number, symbol or other particular assigned to the individual,

iv) the address, telephone number, fingerprints or blood type of the individual,
v) the personal opinions or views of the individual except if they relate to another individual,
vi) correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence,
vii) the views or opinions of another individual about the individual, and
viii) the individual's name if it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual (MFIPPA, s. 2 (1)).

Education Act

pupil record means in accordance with the Education Act, the regulations and the guidelines issued by the Minister, the information collected for inclusion in a record in respect of each pupil enrolled in the school, more commonly referred to as the Ontario Student Record (OSR) (Education Act, s. 265 (1) (d) and 266).

Occupational Health and Safety Act

employer means a person who employs one or more workers or contracts for the services of one or more workers and includes a contractor or subcontractor who performs work or supplies services and a contractor or subcontractor who undertakes with an owner, constructor, contractor or subcontractor to perform work or supply services;

worker means a person who performs work or supplies services for monetary compensation but does not include an inmate of a correctional institution or like institution or facility who participates inside the institution or facility in a work project or rehabilitation program; (s. 1 (1))

V. Related Information

Legislation

Children's Law Reform Act
Child, Youth and Family Services Act. 2017
Divorce Act
Education Act
Municipal Freedom of Information and Protection of Privacy Act
Occupational Health and Safety Act
Personal Health Information Protection Act

Ministry of Education

Ontario Student Record (OSR) Guideline 2000.

PROCEDURE B: Security Measures

I. Overview / Procedure Description

Procedure B sets out required security measures to protect student information.

II. Areas of Responsibility

All Board employees, trustees, agents, independent contractors and other individuals involved with the Board who collect, use and/or disclose student information.

III. Procedure Steps / Checklist

1. Workplace Security

a) Keep paper and electronic files containing student information secure on site and off site including any transportation of student files.

b) Documents or files containing student information shall not be left unattended or in open view while in use.

c) Preserve the integrity and availability of records by the following.

i) Take records off-site only when absolutely necessary.

ii) Whenever practical, the original shall remain on-site and only copies removed. ***Original OSRs shall not be removed from the school*** unless permitted by the Ontario Student Record (OSR) Guideline 2000.

iii) Clearly identify copies of documents containing student information (for example IPRC packages) and destroy when no longer needed.

iv) Use a sign-in/sign-out procedure including a sign out date to monitor removed files.

v) Return records to a secure environment as quickly as possible, for example, at the end of a meeting or the end of the day.

d) All working copies of paper files containing student information shall be returned to the office or a secure environment for destruction. Records containing student or confidential information shall never be discarded in an individual's or a public trash or recycling bin.

e) Visitor access to areas where student information is being worked on or is stored shall be controlled. Unknown persons seen in operational areas shall be questioned e.g. Can I help you? Are you looking for someone? etc.

f) Areas of the building where student information is stored shall be secured after normal business hours.

g) Keys and access to locked file cabinets and locked areas shall be controlled and monitored.

h) When discussing a student, staff shall ensure that the conversations are professional, appropriate and respectful of the audience.

2. Computers and Electronic Information

a) Email messages shall not contain sensitive student information about an identifiable individual unless absolutely necessary. Where it is necessary to include such information in an email, consider using the individual's initials, symbols or a code rather than a full name to help maintain anonymity of the individual.

b) Computer monitors shall be positioned to minimize unauthorized viewing of the information displayed on the monitors.

c) Monitors displaying student information shall never be left unattended and password protected screen saver options shall be used during periods of inactivity.

d) Computer hard drives and file storage media should be ***encrypted*** and must be secured against improper access by a ***strong password*** (alpha, numeric and symbol).

e) Computer hard drives and file storage media must be rendered unusable when disposed of. Contact the Helpdesk for guidance.

3. Mobile Devices

a) Mobile devices include, but are not limited to, board-owned laptops/notebook computers, integrated hand held/Student Digital Assistants (PDAs), cellular phones, removable media (flash drives, memory sticks, removable drives) that are connected to board computing devices and used to store and/or transport information to another device.

b) All mobile devices must be secured against improper access by a ***strong password*** (alpha, numeric and symbol). If the mobile device is used to store student information, the drive must be ***encrypted***.

c) Laptop hard drives must be ***encrypted*** and must be secured against improper access by a ***strong password*** (alpha, numeric and symbol). As much as possible student or sensitive information should not be stored on laptop hard drives. If it is necessary to store data containing student information on the hard drive of a laptop, password protect the file and try to maintain the anonymity of the individual by initials or codes, etc.

d) Care must be taken when communicating student information while using a cellular or cordless telephone, as this type of communication can be easily intercepted.

e) Do not share or leave file storage media containing student information unattended. Ensure that it is secured when not in use.

5. General Privacy Provisions

a) When communicating student, confidential or sensitive information, consider the physical setting and try to ensure that no one overhears the conversation, (i.e., hallways, main office, etc. public telephones, etc.)

b) Care must be used when transmitting student information via a fax machine. If it is necessary to fax highly sensitive student information, ensure that someone is ready to receive the transmission prior to sending it.

c) When the work environment is not conducive to privacy while collecting or communicating student information, end and reschedule the conversation or move to a more private environment.

6. Privacy Breaches and Report of Breach

a) *Definition:*
A privacy breach occurs when student information is lost, stolen, or inadvertently disclosed contrary to the *Education Act* or the MFIPPA. This includes the loss of computers, student devices or media that contain student information.

b) *Privacy Breach:*
If staff becomes aware of a privacy breach, they must immediately notify their supervisor to ensure that immediate action can be taken to mitigate the impact/results of the breach.

In the event of a privacy breach Board staff shall follow the Privacy Breach Checklist set out in Appendix B.

c) *Privacy Breach Report to the Privacy and Information Commissioner (IPC):*
With the assistance of Board counsel, a Board Superintendent shall prepare and arrange to report the privacy breach to the IPC as set out in Appendix C.

APPENDIX A: Student Information Explanation

Notice of routine Collection and Use of Student Personal information

The purpose of this notice is to make you aware of how the Renfrew County Catholic District School Board (the Board) and your school use the personal information (student information) you provide to us, in accordance with the ***Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).*** The MFIPPA is a law that sets guidelines that schools and district school boards must follow when collecting, using and/or disclosing students' personal information. Under this Act, personal information refers to recorded information about an identifiable individual.

The ***Education Act*** sets out duties and powers of the board and authorizes school boards to collect student information for the purpose of planning and delivering educational programs and services which best meet students' needs and for reporting to the Minister of Education, as required. In addition, the information may be used to attend to matters of health and safety or discipline which best meet student needs and for reporting to the Minister of Education, as required. The Act requires that the school principal maintain an Ontario Student Record (OSR) for each student attending the school. The OSR is a record of a student's educational progress through school in Ontario and follows students when they transfer schools. The Ontario Student Record Guideline sets out how OSRs are to be managed and the Board adheres to the OSR Guideline.

Under the MFIPPA, ***personal information may be used or disclosed*** (i.e., student information) by the Board for the purpose for which it was obtained or a consistent purpose (a purpose consistent with the reason collected):

- to board officers or employees who need access to the information in the performance of their duties, if necessary, and proper in the discharge of the board's authorized functions;
- to comply with legislation, a court or tribunal order or to aid in a law enforcement investigation conducted by a law enforcement agency;
- to report to the Children's Aid Society regarding child protection matters,
- in accordance with the law,

- in compelling circumstances affecting health or safety of staff or students.

In accordance with MFIPPA and the Education Act, releasing student information for any other purpose requires the ***informed consent*** of:

- the parent/guardian for children under 16 years of age;
- the parent/guardian and the student where the student is 16 and 17;
- the student where the student is over 18 or is 16 or 17 years of age and has withdrawn from parental control.

It is our practice to include a ***notice statement*** on forms used to collect personal information to advise you how we will use and disclose the information. To help you understand how we use the information you provide to us, we draw your attention to the following routine uses and/or disclosures of student personal information so that you may express any concerns you may have.

Routine uses and/or disclosures of student personal information

The ***student's Ontario Student Record (OSR)*** will be used by school and board staff to support the classroom teacher in developing an educational program which best meets the student's needs. Staff working with the classroom teacher or directly with the student may include individuals working in areas such as special education, guidance counselling, student success, etc.

In keeping with ***21st century learning,*** the Board provides students and teachers with Office 365 for Education, Google Docs for Education (GAFE) and the Ministry of Education Desire to Learn (D2L) for educational purposes. In addition, students may also use social media tools such as wikis, blogs, podcasts, video conferencing, YouTube, Facebook, Twitter and other sites or tools deemed appropriate by the classroom teacher. Students receive age-appropriate instruction on digital citizenship and the safe use of technology. Use of the Internet and social media sites shall be in accordance with the Appropriate Use Guidelines for students and posting of personal information shall be with parental consent, where appropriate.

Email addresses (parent and student) will be used for communication between home and school/board.

Contracted photographers will take individual and class photos of students. These photos will be used for administrative and archival purposes, on student cards, in school yearbooks and will be offered to parents for purchase.

APPENDIX A: Student Information Explanation

Student medical health information provided by parents/ guardians or adult students will be used to address the student's medical needs at school and during school activities. Medical emergency plans for students with life-threatening medical conditions will be shared with school staff, the Renfrew County Joint Transportation Consortium, contracted bus operators and bus drivers and will be posted in identified areas of the school for emergency response purposes.

Surveillance equipment may be used in schools and on buses to enhance the safety of students and staff, to protect property against theft or vandalism and to aid in the identification of intruders or persons who endanger the health, well-being or safety of school community members.

Student personal information such as home addresses, student photos, life-threatening medical emergency information, accessibility and safety needs will be shared with the Renfrew County Joint Transportation Consortium, contracted bus company operators and bus drivers for the purpose of administering the board's contracted bus program and for the safety of students.

Birthdays may be announced over the PA system and/or in classrooms. Class lists with student first names and last initial only may be distributed to other parents for the purpose of addressing greeting cards or invitations in connection with holidays, birthday parties, etc.

Student work, including student first name and last initial may be displayed throughout the school and in school and board newsletters or websites. It may also be publicly displayed at community events such as science fairs, colouring/writing/poster contests or similar events outside the school.

Students may be recorded or photographed as part of their educational program for assessment and evaluation purposes. Photos or recordings may be shared with students and parents for the purpose of celebrating and memorializing the student's life at school.

School activities and events may be reported in school and board newsletters and on school and board websites. This may include non-sensitive student personal information such as first name and last initial and student group photos.

Student names and/or photographs may be printed in school yearbooks, school programs or brochures (commencement or graduation programs, school plays and musical productions), on student awards, honour rolls, on class assignment lists and posted throughout the school.

The media, such as newspapers, television and radio may be invited to the school to take photos of students and write articles about newsworthy events or activities including graduations, student achievements / awards, co-curricular activities, sports and current events. Their reports may include group photos of students. Individual students would only be photographed or identified with appropriate consent.

Students participating in extra-curricular activities or school events where the public is invited or that take place in public places such as field trips, malls and fairs, may be photographed by the school community or general public. This may result in photos or recordings being posted on social media sites. The school has no control over how and where these images will be posted; however, parents and students are asked to practice good digital citizenship by being respectful when they post photos of others, which includes only posting photos involving other students with permission.

Student information is shared to design and deliver programming to meet the needs of all students in our schools. To that end, learning profiles and student achievement levels are shared between staff within a school, to best address student needs as they progress through grade levels. As students progress from elementary to secondary school, important information is shared to ease the student's transition to secondary school. Sharing information also improves our ability to program effectively to the benefit of all students. The secondary school will share information about each student's progress throughout secondary school with the student's previous elementary school to support continuous improvement of the elementary school program for all students. Please contact your principal if you would like more information about the transition process.

Secondary schools will send information of potential graduates (contact information, marks and transcripts) to Ontario colleges and universities to support the student's post-secondary applications.

Authorized volunteers or school council members may contact parents on behalf of the school regarding school-related activities which benefit the student and the school community or for the Safe Arrival program.

Student health numbers (OHIP) will not be collected; however, parents/guardians or students may be invited to volunteer such information for students going on school trips.

Student accidents that take place during school or on school sponsored activities will be reported to the board's insurer. Reports include the name of the injured student(s) and details about the incident, as well as the name and contact information of witnesses to the accident.

Personal information such as child's name, birth date, grade, name of parents/guardians, home address and phone numbers will be shared with the Renfrew County and District Health Unit in accordance with the Immunization of School Pupils Act. Communicable diseases shall be reported in accordance with the Health Promotion and Protection Act and the Education Act.

Ancestry information of First Nation, Métis and Inuit students who chose to voluntarily self-identify will be used to allocate resources, improve student learning and student success and to offer individualized supports and opportunities to students and families. This information will also be reported to the Ministry of Education and the Education Quality Accountability Office (EQAO). Contact your school principal for more information about self-identification.

In keeping with the legislative requirements of the Education Act and Personal Health Information Protection Act, ***informed consent*** will be sought prior to conducting intelligence or behavioural tests and/or involvement of psychological or speech and language staff. The Board follows the legislative requirements of the Child, Youth and Family Services Act, 2017 for students accessing social work and/or child and youth work services with regards to informing parent(s)/guardian(s) for students 12 years of age and under prior to accessing services.

Questions

Questions regarding these practices may be addressed to the ***School Principal or the Superintendent of Educational Services*** for your Family of Schools at the Board Office (613-735-1031). Please communicate any concerns you have with regards to the sharing of personal information as outlined above by contacting the school principal as soon as possible. The above will apply unless an objection is filed with the principal and an alternative resolution can be found.

[Reprinted from the Simcoe County District School Board, 2015-16 Student Handbook with permission.]

Appendix B: Privacy Breach Checklist

A ***privacy breach*** occurs when student information is collected, retained, used, disclosed, or disposed of in ways that do not comply with Ontario's privacy laws. The most common privacy breaches occur when unauthorized persons gain access to student information.

For example, student information may be seized in a cyberattack, stolen (such as through theft of a portable device) or accessed by an employee for improper purposes.

1. Alert all relevant staff / Board Counsel of the breach including:

☐ School staff (teachers, ECE, caretakers, others) notify the School Principal.

☐ Non School Based Staff (Board Staff, maintenance, consultants) notify your Manager / Supervisory Officer.

☐ Principals, Managers, Board wide staff, other staff not covered) notify your Superintendent.

☐ Superintendents notify the Board's Information and Technology Department, if necessary to contain the breach

☐ Superintendents notify the Director of Education.

☐ Superintendent / Director notify Board Counsel. [It is recommended that Board counsel assist with this Checklist and with the IPC Privacy Breach Report (Appendix C).

2. Contain the breach:
Identify the nature / scope of the breach and the action you need to take to contain it.

☐ Determine what personal information is involved.

☐ Take the necessary corrective action:

- ☐ Ensure that no personal information has been retained by an unauthorized recipient and get their contact information in case follow-up is required.
- ☐ Ensure that the breach does not allow unauthorized access to any other personal information by taking appropriate action (for example, changing passwords or identification numbers, or temporarily shutting down a system).

- ☐ In a case of unauthorized access by staff, consider suspending their access rights.
- ☐ Retrieve hard copies of any personal information that has been disclosed.

3. Notify individuals affected by the breach:

- ☐ Notify those affected as soon as reasonably possible if you determine that the breach poses a real risk of significant harm to the individual, taking into consideration the sensitivity of the information and whether it is likely to be misused.
- ☐ If law enforcement is involved, ensure that notification will not interfere with any investigations.
- ☐ Notification should be direct, such as by telephone, letter, email or in person. Indirect notification can be used in situations where direct notification is not possible or reasonably practical, for instance, when contact information is unknown or the breach affects many people.

4. Contents of Notice to individuals affected by the breach:

- ☐ Details of the extent of the breach and the specifics of the personal information that was compromised.
- ☐ Steps taken and planned to address the breach, both immediate and long-term.
- ☐ If financial information or information from government-issued documents is involved, recommend that the individuals affected by the breach:
  - ☐ Contact their bank, credit card company, and appropriate government departments to advise them of the breach
  - ☐ Monitor and verify all bank account, credit card and other financial transaction statements for any suspicious activity
  - ☐ Obtain a copy of their credit report from a credit reporting bureau
- ☐ Board contact information for someone who can provide additional information and assistance, and answer questions.
- ☐ A statement that they have a right to make a complaint to the Ontario Information and Privacy Commissioner (IPC) and how to do so.

5. Investigate

☐ Identify and analyze the events that led to the breach

☐ Review your policies and practices in protecting personal information, privacy breach response plans and staff training to determine whether changes are needed

☐ Determine whether the breach was a result of a systemic issue and if so, review your program-wide or institution-wide procedures

☐ Take corrective action to prevent similar breaches in the future and ensure your staff are adequately trained

☐ If you have contacted the IPC, advise us of your findings and remedial measures, and cooperate with any further investigation we undertake into the incident

6. Notify the Ontario Information and Privacy Commissioner (IPC)

☐ Notify the IPC of significant breaches, such as:

- those that may involve sensitive personal information,
- large numbers of individuals, or
- when you are having difficulties containing the breach.

☐ Where you will be notifying a large number of individuals, it is important to contact the IPC before you begin the notification process, so that they are prepared to respond to inquiries.

☐ See Appendix C for the Template for a Privacy Breach Report to the Information and Privacy Commissioner.

APPENDIX C: Information and Privacy Commissioner (IPC) Privacy Breach Report

Introduction

The IPC recognizes that the investigation, containment, and remediation of this privacy breach may not be complete at the time this Report is submitted. Please provide as much of the requested information as is presently known. The IPC may request additional information after reviewing this form.

NOTE: Do not include any personal information or personal health information on this Report.

Date of this Report (required):

Type of Organization (required):

Ontario Catholic District School Board

Name of reporting organization: (required)

The Renfrew County Catholic District School Board

Address of reporting organization: (required)

499 Pembroke Street West
Pembroke ON K8A 5P1

Contact information for individual submitting on behalf of reporting organization: (required)

First and Last Name: (Board Counsel)
Phone No.:
Email Address:
[It is recommended that Board Counsel review and submit the IPC Privacy Breach Report.]

Description of the privacy breach

Please describe the circumstances of the privacy breach, including

- What happened?
- How was the personal information:
  - Collected without authority or consent,
  - Disclosed without authority or consent and/or
  - Stolen or lost.
- Date (or date range) of theft(s), loss(es) or unauthorized use(s) or disclosure(s) of personal information.
- Date privacy breach was discovered by the Board.
- How was this privacy breach discovered by the Board?
- Were other organizations (service providers/institutions) involved in this privacy breach? Please explain.
- Describe the nature of the personal information that was stolen or lost or used or disclosed or collected without authority or consent.
- The number of individuals whose personal information was stolen or lost or used or disclosed without authority or consent.

Containment

Please describe:

- the steps that have been taken to contain the privacy breach,
- the date that such steps were taken, and
- the outcome of these steps (including whether these steps were successful in containing the privacy breach).

Notification (required)

Were the individuals whose personal information or personal health information was stolen or lost or used or disclosed without authority or consent notified of this privacy breach?

YES NO

If yes, on what date was notification provided?

Investigation/Remediation

What steps:

- have you taken to investigate this privacy breach?
- remain to be taken to investigate this privacy breach?
- have you taken to remediate and prevent a future privacy breach?
- remain to be taken to remediate and prevent a future privacy breach?

Listing of Relevant Documents

APPENDIX D: Confidentiality Agreement

I understand that student information is confidential.

I agree to collect, use and disclose student information as required by:

- the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and
- the Education Act,

Student Information is Confidential

- The personal information of a student is confidential.
- The information in an Ontario Student Record (OSR) is confidential.
- There are restrictions on the collection, use and disclosure of the student information in the MFIPPA and in the Education Act.

Collection of Student Information

Student information is usually collected directly from:

- the parent / guardian of a student under 16 years of age,
- the parent / guardian of a student 16-17 years of age OR the student,
- the student if the student is 16-17 and has withdrawn from parental control,
- the student if the student is 18 or older.

Use of Student Information

Student information is used for educational purposes or for purposes which support educational purposes.

Most Common Requirement for Permitted Disclosure of Student Information

Student information may be disclosed with the written identification of the information and the written consent of:

- the parent / guardian of a student under 16 years of age,
- the parent / guardian of a student 16-17 years of age OR the student,
- the student if the student is 16-17 and has withdrawn from parental control,
- the student if the student is 18 or older.

Name (Print):	
Circle or List Status: Employee Trustee Consultant Volunteer Other ( )	
Signature:	***Date:***

POLICY: Injury at School

Rationale:
The Board will endeavour to maintain the safety of all students, staff and visitors on Board property.

Personnel Affected by Policy:
Pupils and all School Staff

Organizational Authority:
The Board

Regulations:
1. All Staff members should administer first aid to the best of their ability if and when the need arises on the school site.

2. If in the opinion of the Principal or the Teachers, the accident is serious enough to warrant more than superficial treatment, the following suggestions may be of assistance:
    - *a)* contact the family doctor, if possible, and ask for the doctor's assistance;
    - *b)* notify the parent or guardian by telephone if at all possible;
    - *c)* ask the parent to call for the child or have the child sent home accompanied by another member of the family, if possible;
    - *d)* do not leave an injured child at home alone; and
    - *e)* with the consent of the parent a child may be sent home in a taxi.

3. In case of serious injury, an ambulance should be called to take the patient to the hospital. It is understood that the parent will assume responsibility for the cost of the ambulance service.

4. If it is necessary for a teacher to provide transportation for an injured pupil to the child's home or to the hospital, the Board will reimburse the teacher according to the usual travel allowance.

5. Complete the Board Accident Report.

Related Information
Forms for this Policy
Appendix: Accident Report

Appendix: Injury at School - Accident Report

Effective Date: August 31, 1973.
Last Revision Date: (20-May-97)

School: _____
Address: _____

1. Full Name of Student:_____ Date of Birth:_____ Grade:_____

2. Address:_____ Sex: M ___ F ___

3. Name of parent or guardian:_____

4. Is student insured under student accident policy? Yes ____ No ___ Do Not Know _____

5. Time accident occurred: Date _____ Time _____

6. Place of accident: School building _____ School grounds_____ Elsewhere_____

7. Specific Location:_____

8. Description of accident: How did accident happen? What was student doing?
_____
_____
_____

9. Names of witnesses:_____

10. Nature and extent of injury:_____
_____
_____

11. Action taken:
Was first aid rendered? _____ By whom?_____
Was child taken to doctor?_____
Was child taken to hospital?_____ Hospital:_____
Attending physician:_____
Was parent notified?_____ If answer is no, state reason:_____
_____
_____

12. Illustrate by sketch if necessary (on back of page)
Sketch ( ) No Sketch ( )

13. Name of teacher in charge when accident occurred: _____

14. General recommendations to assist in the prevention of future accidents of this type: _____
_____

_____ _____
Principal's Signature Date

Original to Superintendent of Business Services and keep a copy for your own records.
[NOTE: if more space required attach extra pages with question number and response and your initials.]

POLICY: Insurance for Students

Rationale:
To allow parents the option of purchasing Accident Insurance for their children.

Personnel Affected by Policy:
Pupils and Principals

Organizational Authority:
The Board

Regulations:
1. The Board shall allow a Life Insurance Company to approach parents through the schools regarding Student Accident Insurance providing it is on a voluntary basis, and at no cost to the Board.

POLICY: Living Things in School

Rationale:
The Board recognizes that learning opportunities may be enhanced by the presence of living things in the classroom.

Personnel Affected by Policy:
All employees of the Board, in particular Principals, Teachers, and Pupils.

Organizational Authority:
The Board

Regulations:
1. Housing facilities provided for living things must ensure the safety and protection of both the children and the plants or animals.
2. Plans should include appropriate feeding schedules, provision for care on weekdays, weekends, and holidays, and strategies to accommodate possible offspring. They should also include procedures to be employed when the living things are no longer required.
3. Issues of hygiene, infectious diseases, allergies, bites, smells, etc., should be discussed with principals, parents, and children.
4. Animals such as rats, hamsters, gerbils, guinea pigs, and fish are very useful but should be purchased from accredited dealers who can supply disease-free stock.
5. Only cats and dogs that are vaccinated should be brought into the school.
6. Invertebrates such as snails, spiders, caterpillars, sow bugs, earthworms, and mealworms are practical for the classroom because they are easily obtainable, do not transmit disease, can be returned to their habitat, and require less space and specialized equipment than vertebrates.
7. Wild vertebrates should not be brought into the school.
8. Micro-organisms should be cultured only in sealed containers and never on agar or gelatin plates.
9. Children should be instructed never to put any plant material into their mouths. Many plants have poisonous or irritating parts, and some fungi are dangerous.
10. Washing hands before, as well as, after handling animals and plants should be normal classroom procedure. Children should use latex gloves, which are inexpensive and disposable, when cleaning cages.
11. Monkeys, wild mammals turtles, and such birds as budgerigars and parrots should never be kept in the classroom because they can transmit dangerous diseases.
12. After handling chicken or duck eggs during hatching, students should wash their hands thoroughly, as the shells may contain bacteria. Newly hatched chickens and ducklings should not be kept in the classroom for long periods of time.
13. Teachers should be prepared to deal with the sickness or death of classroom animals. They should have the address and telephone number of a nearby veterinarian or a local branch of an animal welfare agency. Professional advice should be sought when it is needed.[1]

POLICY: Medical Conditions Policy (Students with Anaphylaxis, Asthma, Diabetes and/or Epilepsy)

I. Purpose of Policy

The purpose of the Policy is to:

- support students in schools who have Asthma, Diabetes, Epilepsy, and/or are at risk for Anaphylaxis so that they can fully access school in a safe, accepting, and healthy learning environment that supports well-being and
- empower students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care.

II. Policy Statement

1. Medications

a) Medications for Life Threatening Incidents to be Carried by the Student:
The School Principal may require a student who is at ***risk of a life-threatening incident*** to carry the necessary medications, paraphernalia and/or supplies for his or her condition at all times.

b) Medications for Life Threatening Incidents to be Accessible if not carried by Student:
Epinephrine auto-injectors, Asthma inhalers and other life-saving medications, supplies and paraphernalia (when needed) must be ***accessible*** at all times to ensure availability for emergency response. The necessary medications, supplies and paraphernalia may be kept in the classroom.

c) Students' General Right to Carry:
Students have a ***general right to carry*** their necessary medications, supplies and paraphernalia including controlled substances in accordance with their individual Medical Conditions Plan of Care and/or the recommendation of their health care provider (Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator).

d) Consent:
Parental and/or student consent is part of the individual Plan of Care for the medical conditions covered by this Policy.

e) Student Must Keep Medications Secure:
A student must safely secure his or her medications so that they are not accessible to other students.

f) Storage of Insulin:
- Unopened vials or cartridges or insulin are refrigerated until they are ready to use. Be sure that insulin does not freeze.
- Once opened, most vials and cartridges can be left at room temperature for no more than 30 days.
- Always check expiration dates before using. Do not use insulin that has expired.

g) Storage of Other Medications:
- Other medications shall be kept in a locked area that meets the conditions of storage (temperature and exposure to light, etc.).
- Custody of the key and backup key(s) for the locked storage area shall be determined by the principal.

h) School Trips:
The supervising teacher shall ensure that he or she has taken the Medical Conditions Posting Sheet from the Plan of Care for any student who has Asthma, Diabetes, Epilepsy, and/or is at risk for Anaphylaxis and has filled in the ***Appendix B-1 – Medication Checklist for School Trips and Evacuations***.

NOTE: Prior to the commencement of the school trip the supervising teacher shall ensure that either the student with the above medical condition or the supervising teacher has the ***student's emergency medications***, ***supplies and paraphernalia.***

2. Safe Packaging of Medications

Medication must be delivered or brought to the school in the original tamperproof prescription container, clearly labeled with
- the student's name,
- the name of the medication,
- the dosage and frequency,
- the physician's name,
- storage and safe-keeping requirements,
- the expiry date of the oral medication [it must not be at or near expiry], and
- a drug insert listing the possible side effects.

3. Safe Disposal of Medications

- All syringes, including those used by students who self-administer medication, shall be disposed of in a Sharps container.
- Full Sharps containers shall be taken to a local pharmacy for proper disposal.
- Unused and expired student medications which have been left at school shall be taken to a local pharmacy for proper disposal.

4. Roles and Responsibilities (Appendix A)

Appendix A to this Policy sets out a checklist for the roles and responsibilities of

- school staff,
- school principals,
- the Board,
- parents of students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis, and
- students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis.

The Appendix A Checklist shall be provided to all relevant persons and used to ensure student safety and inclusion in school and in school activities.

5. Plan of Care Appendices

A Plan of Care is a form which contains individualized information on a student with the prevalent medical conditions. Plans of Care for students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis are set out in Plan of Care Appendices. Each Plan of Care contains:

- basic student information;
- the student's emergency contacts;
- known life-threatening triggers or situations;
- ***location of medications***;
- daily routine management strategies;
- ***emergency procedures***;
- health care provider information; and
- plan authorization and review.

The last page of each Plan of Care includes a ***Medical Conditions Posting Sheet*** to alert staff about students who are at risk of life threatening incidents.

6. Visual Checklists (Appendix D):

Visual Checklists are 1-2 page sheets which set out ***symptoms*** of the prevalent medical condition (Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis) and ***emergency procedures***.

7. School Emergency Situations

a) Lockdown Situation:
Epinephrine auto-injectors, Asthma inhalers and other life saving medications, supplies and paraphernalia (when needed) must be accessible at all times to ensure availability for emergency response. The necessary medications, supplies and paraphernalia may be kept in the classroom or carried by the student. This decision, made in consultation with the parent/guardian/ student and the health care provider, shall be included in the student's Plan of Care.

b) Evacuation Situation:
The classroom teacher shall ensure that he or she has taken the Medical Conditions Posting Sheet from the Plan of Care for any student who has Asthma, Diabetes, Epilepsy, and/or is at risk for Anaphylaxis.

NOTE: Prior to the commencement of the evacuation the supervising teacher shall ensure that either the student with the above medical condition or the supervising teacher has the ***student's emergency medication, supplies and paraphernalia***.

8. School Trips

a) Appendix B-1: Medication Checklist
The supervising teacher shall take a copy of Appendix B-1 which has a listing of all of the students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis who will be on the school trip.

b) Appendix B-2: Field Trip Checklist:
The supervising teacher shall review and follow Appendix B-2 for all of the students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis who will be on the school trip.

c) Appendix D: Visual Information Sheets:
The supervising teacher shall review and take a copy of the Emergency Procedures set out in Appendix D for all of the students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis who will be on the school trip.

d) Medical Conditions Posting Sheet:
The supervising teacher shall review and take a copy of the Medical Conditions Posting Sheet from the Plan of Care for any student who has Asthma, Diabetes, Epilepsy, and/or is at risk for Anaphylaxis

9. Staff Training

a) Permanent School Staff (Teachers, Education Assistants, Principals / VP's, Principal Designates):
On an annual basis all permanent school staff shall review a web-based training module within the first 30 days of school.

NOTE: If permanent staff have ***direct contact with students*** who have prevalent medical conditions (Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis), the permanent staff shall ***review each student's Plan of Care***.

b) Temporary School Staff (Teachers, Education Assistants):
Prior to commencing an assignment all temporary school staff shall review a web-based training module.

NOTE: If temporary staff have ***direct contact with students*** who have prevalent medical conditions (Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis), the temporary staff shall ***review each student's Plan of Care***.

10. Statutory Protection from Liability

In 2001, the Ontario government passed the Good Samaritan Act to ***protect individuals from liability*** with respect to voluntary emergency medical or first-aid services. Subsections 2(1) and (2) of this act state the following with regard to individuals:

> 2. (1) Despite the rules of common law, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.
>
> (2) Subsection (1) applies to,
> … (b) an individual … who provides emergency first aid assistance to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

As well, Sabrina's Law and Ryan's Law each include provisions limiting the liability of individuals who respond to an emergency relating to Anaphylaxis or Asthma, respectively, as cited below.

Subsection 3(4) of Sabrina's Law states:

> No action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee's gross negligence.

Subsection 4(4) of Ryan's Law 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.

11. Data Collection and Reporting

a) Classroom Teacher:
The classroom teacher shall complete Appendix B – Checklist for School Trips and Evacuation and forward a copy to the Principal.

b) School Staff:
The school staff (teacher, education assistant, principal/VP) present at a medical incident and/or emergency involving a student with a prevalent medical condition (Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis) shall record the incident or emergency and the circumstances along with the student's particulars on Appendix C: Medical Incident and Emergency Report. The completed Report shall be given to the principal.

c) Principal / VP:
The Principal / VP shall record the number of students in his or her school who have a prevalent medical condition (Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis) and should monitor the number of occurrences of medical incidents and medical emergencies, as well as the circumstances surrounding these events.

12. Privacy and Confidentiality

a) Student Health Information is Confidential:
Student health information is personal information under the Municipal Freedom of Information and Protection of Privacy Act. There are statutory requirements on its collection, use and disclosure. Please consult the Board's Information (Personal) Policy and Procedure A – Information (Personal) – Student Information in the Administration Category.

b) Health Information Custodians:
Health information custodians employed or under contract to the Board include physiotherapists, psychologists, psychotherapists, speech and language pathologists and social workers.

This Board's Information (Health) – Collection, Use & Disclosure Policy sets out the information practices mandated by the Personal Health Information Protection Act (PHIPA) which the above health information custodians are required to follow.

In addition to the Board's Information (Health) – Collection, Use & Disclosure Policy, health information custodians are required to follow the health information provisions of their Regulated Health Professions College.

c) Collection of Personal Information (including health information):
The information collected by the Board pursuant to this Policy is authorized by the Education Act ss. 58.5, 265 & 266 and is collected for the purpose of pupil safety. For further information please contact your school principal.

III. Definitions

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. While fatalities are rare, Anaphylaxis must always be considered a medical emergency requiring immediate treatment.

Asthma is a chronic condition where the airways that comprise the lungs become swollen and fill with mucus in response to an Asthma trigger. The symptoms (coughing, wheezing, chest tightness, and shortness of breath) are reversible but can be potentially life threatening if not promptly and adequately treated.

Type 1 Diabetes is a chronic condition where the pancreas stops producing insulin, a hormone that helps the body control the level of glucose (sugar) in your blood. The body produces glucose, and also gets it from foods that contain carbohydrates, such as bread, potatoes, rice, pasta, milk and fruit. Without insulin, glucose builds up in the blood instead of being used by your cells for energy. A lack of insulin can cause both short-term and long-term health problems. People with type 1 Diabetes must receive insulin daily, either by injection or pump.

Type 2 Diabetes can also affect children and youth, but it's more common in adults. With type 2 Diabetes, the body does not respond well to insulin, and the pancreas cannot produce enough insulin to compensate. Type 2 Diabetes can often be managed through changes to diet and lifestyle, as well as with oral medications (pills). Some children with type 2 Diabetes may need insulin inject.

Epilepsy is sometimes referred to as a seizure disorder. Epilepsy is a neurological disorder — a physical condition — which causes sudden bursts of electrical energy in the brain. These electrical discharges produce sudden, brief seizures which vary from one person to another in frequency and form.

IV. Related Information

Procedures and Appendices for this Policy

APPENDIX A: Roles and Responsibilities
APPENDIX B-1: Medication Checklist
APPENDIX B-2: Checklist for School Trips
APPENDIX C: Medical Incident and Emergency Report
APPENDIX D: Visual Information Sheets
Medical Conditions - Anaphylaxis Plan of Care Appendix
Medical Conditions - Asthma Plan of Care Appendix
Medical Conditions - Diabetes Plan of Care Appendix
Medical Conditions - Epilepsy Plan of Care Appendix

Legislation

Good Samaritan Act, 2001
Ryan's Law (Ensuring Asthma Friendly Schools), 2015
Sabrina's Law, 2005 [Anaphylaxis]

Ministry of Education

Policy / Program Memorandum 161 (Supporting Children & Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, &/or Epilepsy) in Schools)

Other Resources

Canadian Diabetes Society. (2014). *Guidelines for the Care of Students Living with Diabetes at School.*
Canadian Society of Allergy and Clinical Immunology. (2016). *Anaphylaxis in Schools and Other Settings.*
Edmonton Epilepsy Association. (2011). *A Guide for Teachers – Epilepsy.*
Ontario Physical Health Education Association. (2015). *Creating Asthma Friendly Schools.*
Sabrina's Law – the girl and the allergy law. *Allergic Living's*. (Spring 2005 issue. Updated February 2011).

APPENDIX A: Medical Conditions - Roles & Responsibilities Checklist

1. School Staff

School staff should follow their school board's policies and the provisions in their collective agreements related to supporting students with prevalent medical conditions in schools. School staff should, for example:

☐ review the contents of the ***Plan of Care*** for any student with whom they have direct contact;

☐ participate in ***training***, during the instructional day, on prevalent medical conditions, at a minimum annually, as required by the school board;

☐ ***share information*** on a student's signs and symptoms with other students, as outlined in the Plan of Care and authorized by the principal in writing;

☐ follow school board strategies that ***reduce the risk*** of student exposure to triggers or causative agents in classrooms, common school areas, and extracurricular activities, in accordance with the student's Plan of Care;

☐ ***support*** a student's daily or routine management, and ***respond to medical incidents and medical emergencies*** that occur during school, as outlined in board policies and procedures (in situations where school board staff already provide supports to students with prevalent medical conditions, and are already trained appropriately, this memorandum does not intend to prescribe, duplicate, or remove those duties or training);

☐ support ***inclusion*** by allowing students with prevalent medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in their Plan of Care, while being aware of confidentiality and the dignity of the student;

☐ enable students with prevalent medical conditions to ***participate in school to their full potential***, as outlined in their Plan of Care.

2. School Principal

☐ review and comply with applicable ***School Staff roles and responsibilities***;

☐ clearly communicate to parents and appropriate staff the ***process for parents to notify*** the school of their ***child's medical condition(s),*** as well as the ***expectation*** for parents to co-create, review, and update a ***Plan of Care*** with the principal or the principal's designate. This process should be ***communicated*** to parents, at a minimum

- ☐ during the time of ***registration***;
- ☐ each year during the ***first week*** of school; and
- ☐ when a child is ***diagnosed*** and/or returns to school following a diagnosis;

☐ co-create, review, or update the ***Plan of Care*** for a student with a prevalent medical condition with the ***parent(s),*** in ***consultation*** with school staff (as appropriate) and with the student (as appropriate);

☐ maintain a file with the ***Plan of Care and supporting documentation*** for each student with a prevalent medical condition;

☐ provide relevant ***information from the student's Plan of Care to school staff and others*** who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan;

☐ communicate with parent(s) in ***medical emergencies***, as outlined in the Plan of Care;

☐ encourage the ***identification of staff*** who can support the daily or routine management needs of students in the school with prevalent medical conditions, while honouring the provisions within their collective agreements.

3. School Board

School boards are expected to communicate, on an annual basis, their policies on supporting students with prevalent medical conditions to parents, school board staff, and others in the school community who are in direct contact with students (e.g., food service providers, transportation providers, volunteers). At a minimum, school boards are expected to make their policies and their Plan of Care templates available on their public website in the language of instruction.

☐ provide ***training and resources*** on prevalent medical conditions on an annual basis;

☐ develop ***strategies that reduce*** the risk of student exposure to triggers or causative agents in classrooms and common school areas;

☐ develop expectations for schools to support the ***safe storage and disposal of medication and medical supplies,*** and communicate these expectations to schools and support schools in the implementation of the expectations;

☐ communicate expectations that ***students are allowed to carry their medication, supplies and paraphernalia*** to support the management of their medical condition, as outlined in their Plan of Care;

☐ consider Policy and Program Memorandum 161 (PPM 161) and related board policies when entering into ***contracts with transportation, food service, and other provider***s.

4. Parents of Students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis

As primary caregivers of their child, parents are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school. At a minimum, parents should:

☐ ***educate*** their child about their ***medical condition(s***) with support from their child's health care professional, as needed;

☐ guide and encourage their child to reach their full potential for ***self-management and self-advocacy***;

☐ ***inform the school*** of their child's medical condition(s) and ***co-create the Plan of Care*** for their child with the principal or the principal's designate;

☐ communicate ***changes to the Plan of Care***, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage the medical condition(s), to the principal or the principal's designate;

☐ ***confirm annually*** to the principal or the principal's designate that their child's medical status is unchanged;

☐ initiate and participate in meetings to ***review their child's Plan of Care***;

☐ supply their child and/or the school with sufficient quantities of ***medication, supplies and paraphernalia in their original, clearly labelled containers***, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied;

☐ ensure the medication is brought to the school in the ***original tamperproof prescription container***, clearly ***labeled*** with

- the student's name,
- the name of the medication,
- the dosage and frequency,
- the physician's name,
- storage and safe-keeping requirements,
- the ***expiry date*** of the oral medication [it must not be at or near expiry], and
- a drug insert listing the possible side effects.

☐ ***seek medical advice*** from a medical doctor, nurse practitioner, or pharmacist, where appropriate.

5. Students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis

Depending on their cognitive, emotional, social, and physical stage of development, and their capacity for self-management, students are expected to actively support the development and implementation of their Plan of Care. Students should

☐ take responsibility for advocating for their ***personal safety and well-being*** that is consistent with their cognitive, emotional, social, and physical stage of development and their capacity for self-management;

☐ participate in the ***development of their Plan of Care;***

☐ participate in meetings to ***review their Plan of Care;***

☐ ensure their medication is brought to the school in the ***original tamperproof prescription container***, clearly ***labeled*** with

- their name,
- the name of the medication,
- the dosage and frequency,
- the physician's name,
- storage and safe-keeping requirements,
- the ***expiry date*** of the oral medication [it must not be at or near expiry], and
- a drug insert listing the possible side effects.

☐ carry out ***daily or routine self-management of their medical condition*** to their full potential, as described in their Plan of Care (e.g., carry their medication, supplies and paraphernalia; follow school board policies on disposal of medication and supplies);

☐ safely secured his or her medications so that they are not accessible to other students.

☐ set goals on an ongoing basis for ***self-management of their medical condition***, in conjunction with their parent(s) and health care professional(s);

☐ ***communicate*** with their parent(s) and school staff if they are facing ***challenges*** related to their medical condition(s) at school;

☐ wear ***medical alert identification*** that they and/or their parent(s) deem appropriate;

☐ if possible, inform school staff and/or their peers if a ***medical incident or a medical emergency*** occurs.

☐ dispose of all syringes and needles, used by students who self-administer medication, in a Sharps container.

☐ take unused and expired medications home for proper disposal to a local pharmacy.

APPENDIX B-1: Medication Checklist for School Trips & Evacuations

INSTRUCTIONS: The classroom teacher will ***complete the information*** in the Table for all students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis. Prior to any school trip or school evacuation the classroom teacher will ensure that all ***students' medications will be accessible*** on the school trip or after a school evacuation and ***check*** the appropriate box.

NOTE: If the supervising teacher is unfamiliar with the students (i.e. occasional teacher), the teacher shall confirm both the ***student's name and DOB*** before administering medication.

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

Student Name	***DOB***	***Medical Condition***	***Medication***

☐ Student has his or her medication. ☐ Teacher or EA has student's medication

APPENDIX B-2: Field Trip Checklist - (Anaphylaxis, Asthma, Diabetes, Epilepsy)

Before Trip:

- ❑ Obtain parental permission for trip,
- ❑ Contact bus driver and alert him/her of student(s)' condition (***Anaphylaxis, Asthma, Diabetes and/or Epilepsy),***
- ❑ Send letter to parents reminding them to avoid sending foods that could cause an allergic reaction (if applicable),
- ❑ Review emergency protocol and create an emergency plan for planned route (i.e., call 911, closest medical facilities along the route, "what if" scenarios, etc.).
- ❑ Consult with Principal regarding the requirement for a parent or parent designate to attend class field trip.
- ❑ Inform the parent of the Principal's decision regarding the need for a parent or parent designate to attend the class field trip.
- ❑ Consult with Principal to ascertain if the Principal deems it is necessary for the parent or parent designate to provide a back-up vehicle and cell phone.
- ❑ Inform the parent of the Principal's decision with regard to the necessity for the parent or parent designate to provide a back-up vehicle and cell-phone.

Day of the Field Trip:

- ❑ Take and carry with you at all times, the school's first aid kit, the extra ***medication or supplies*** for the students who are at risk of an ***anaphylactic reaction an asthma attack, low or high blood sugar,*** required medication for other students, and the health card numbers for all students.
- ❑ Ensure that the student at risk of an ***anaphylactic reaction an asthma attack, low or high blood sugar*** has his/her ***own medication or supplies*** (either in fanny pack or backpack).
- ❑ Take a copy of the emergency protocol (***Visual Information Sheets***) for the specific student with you who is at risk of an anaphylactic reaction an asthma attack, low or high blood sugar, or an epileptic attack and review prior to departure.
- ❑ Assign one individual to be the "***prime" supervisor*** (parent or designate).
- ❑ Ensure student at risk of an anaphylactic reaction an asthma attack, low or high blood sugar, or an epileptic attack has a "***buddy***" with them at all times (bathroom visits, etc.)
- ❑ Ensure student at risk of an anaphylactic reaction has "wipes" and review protocol for eating (hand washing, clean surface to eat, etc.).
- ❑ Discuss with all students/supervisors on trip the importance of refraining from eating on the bus, hand washing, etc.
- ❑ Depending on the age of the student at risk of an anaphylactic reaction, ensure that he/she is ***visible to the supervisor*** at all times on the bus.
- ❑ Ensure that instructions for eating are clear to designate when parent is not accompanying the student at risk of an anaphylactic reaction. For example, only food from home or designated restaurant is permissible.

APPENDIX C: Medical Incident & Emergency Report

INSTRUCTIONS: The classroom Teacher will ***complete the information*** below for all ***medical incidents and/or emergencies*** involving students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis. A copy of the completed Report shall be ***forwarded*** to the Principal.

Student Name	***DOB***	***Medical Condition***	***Medication***

School Name	***Class***	***Date***	***Time***

Description of Incident and/or Emergency:

_____

_____

_____

_____

_____

_____

_____

☐ Student's parents contacted.

☐ Ambulance called.

☐ Student taken to (hospital or doctor name): _____

_____ _____

Teacher Name (Print) Teacher Signature

APPENDIX D: Visual Information Sheets

1. Anaphylaxis

- **A. How to use an EpiPen**
- **B. Emergency Treatment**

2. Asthma

- **A. Managing an Asthma Attack**
- **B. How to use an inhaler**

3. Diabetes

- **A. Low Blood Sugar (symptoms)**
- **B. Low Blood Sugar (how to treat)**
- **C. High Blood Sugar (symptoms & what to do)**
- **D. Students with Type 1 Diabetes**

4. Epilepsy

- **A. Seizure First Aid**

Anaphylaxis:

Delaying treatment could be fatal.*

Know what it is.

Anaphylaxis is a severe, life-threatening allergic reaction. It can be triggered by certain types of food (like peanuts and shellfish), insect stings, medicine, latex, exercise and unknown causes.

The following symptoms of anaphylaxis can occur within minutes or several hours after exposure to an allergy trigger:

MOUTH: itching, swelling of the lips and/or tongue
SKIN: itching, hives, redness, swelling
LUNG*†: shortness of breath, cough, wheeze
THROAT*†: itching, tightness, closure, hoarseness
GUT: vomiting, diarrhea, cramps
HEART*†: weak pulse, dizziness, fainting

* The EpiPen® Auto-Injector is not indicated to prevent death associated with anaphylaxis.
† Some symptoms can be life-threatening. ACT FAST!

Know what to do.

Epinephrine, the medicine in the EpiPen® Auto-Injector, is the treatment of choice for severe allergic reactions. If any of the symptoms listed above are exhibited, administer the EpiPen® Auto-Injector immediately.

Blue to the sky. Orange to the thigh.

How to use EpiPen® and EpiPen® Jr Auto-Injectors.



- Hold firmly with orange tip pointing downward.
- **Remove blue safety cap by pulling straight up. Do not bend or twist.**



- **Swing and push orange tip firmly into mid-outer thigh until you hear a 'click'.**
- Hold on thigh for several seconds.



Built-in needle protection

- After injection, the orange cover automatically extends to ensure the needle is never exposed.

After using EpiPen®, you must seek immediate medical attention or go to the emergency room. For the next 48 hours, you must stay close to a healthcare facility or be able to call 911.

Emergency Treatment of Anaphylaxis

The 5 Emergency Steps

Step 1 Give epinephrine (e.g. EpiPen®) at the first signs of an allergic reaction.

Step 2 Call 9-1-1 or your local emergency medical services and tell them that someone is having an anaphylactic reaction.

Step 3 Give a second dose of epinephrine as early as 5 minutes after the first dose if there is no improvement in symptoms.

Step 4 Go to the nearest hospital right away (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could get worse or come back.

Step 5 Call emergency contact persons (e.g., parent, guardian, spouse).

Body Position

Keep in mind the following body positions while giving epinephrine and waiting for emergency care to arrive.

- Place the person on their back with their legs raised.
- If the person is vomiting, place them on their side so that their airway is clear and they do not choke on vomit.
- Remember: standing suddenly can lead to severe complications, even death.

505 Consumers Road, Suite 507, Toronto, Ontario M2J 4V8
416-785-5666/1-866-785-5660, info@foodallergycanada.ca, **foodallergycanada.ca**

Managing Asthma Attacks

TAKE ACTION

If **any** of the following occur:

- Continuous coughing
- Trouble breathing
- Chest tightness
- Wheezing (whistling sound in chest)

Student may also be restless, irritable and/or very tired.

Step 1: **Immediately** use fast-acting reliever inhaler (usually a blue inhaler). Use a spacer if provided.



Step 2: Check symptoms. Only return to normal activity when all symptoms are gone.

If symptoms get worse or do not improve within 10 minutes, this is an **emergency** – follow steps below.

EMERGENCY

If **any** of the following occur:

- Breathing is difficult and fast
- Cannot speak in full sentences
- Lips or nail beds are blue or gray
- Skin on neck or chest sucked in with each breath

Student may also be anxious, restless and/or very tired.

Step 1: **Immediately** use fast-acting reliever inhaler (usually a blue inhaler). Use a spacer if provided.





Call 911 for an ambulance. Follow 911 communication protocol with emergency responders.



Step 2: If symptoms continue, use reliever inhaler every 5-15 minutes until medical help arrives.

While waiting for medical help to arrive:

✓ Have student sit up with arms resting on a table (**do not** have student lie down unless it is an anaphylactic reaction).

✓ **Do not** have student breathe into a bag.

✓ Stay calm, reassure the student, and stay by his/her side.

✓ Notify parent/guardian or emergency contact.

This publication is available in Accessibility for Ontarians with Disabilities Act (AODA) electronic format at www.on.lung.ca/resources.

To learn about asthma call The Lung Association Lung Health Information Line at 1-888-344-LUNG (5864) or visit www.on.lung.ca

THE LUNG ASSOCIATION™ Ontario

ophea Healthy Schools Healthy Communities

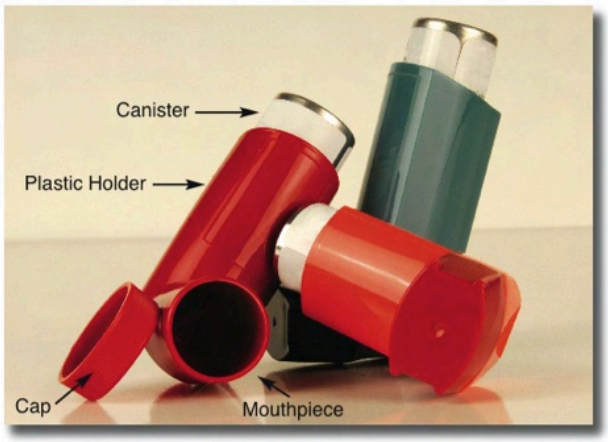
September 2015

THE LUNG ASSOCIATION™

Using An MDI

FACT Sheet

A Metered Dose Inhaler (MDI), also known as a puffer, sprays out a puff of medicine from a pressurized canister.



Note: *If you are using the inhaler for the first time, or if it has not been used for a few days, check the instructions given with your device to see if you need to prime (prepare) it before use.*

1. Remove the cap from the inhaler.
2. Shake the inhaler well 5-6 times before each puff.
3. Breathe out all the way.
4. Hold the inhaler upright and place the mouthpiece between your teeth and seal your lips around it.
5. As you start to inhale slowly, press the inhaler canister down to release a puff of medicine. Continue to breathe in slowly all the way.
6. Hold your breath for 5-10 seconds.
7. If you need another puff, wait 30-60 seconds, then repeat steps 2-6.

Note: *Check manufacturer's instructions as they may vary slightly for each device.*

8. When finished, put the cap back on the inhaler.

After taking an inhaled steroid medicine, it is important to rinse with water, gargle and spit out.

Delivery Methods

There are two ways to use this inhaler:

Closed mouth (described above) - place the mouthpiece between your teeth and form a good seal with your lips.

Open mouth – hold the mouthpiece 2-3 finger widths in front of your open mouth.

Important Points to Remember

Take only one puff at a time and shake the inhaler well before each use.

When using this type of inhaler, it is often better to use it with a spacer (a valved holding chamber that helps the medicine reach the lungs).

Care & Maintenance

Always keep the cap on the inhaler when it is not being used.

Follow the cleaning instructions provided with your inhaler.

Make sure the hole where the medicine comes out of the inhaler is clean - use a dry cloth or tissue to wipe off any powder in the hole.

Store the inhaler at room temperature and make sure it doesn't get too hot or too cold.

Know when the inhaler is empty - follow instructions provided with your device.

Any questions?

Call **The Lung Association's Helpline at 1-888-344-LUNG** (5864) to speak to a Certified Respiratory Educator, **email us at info@on.lung.ca or visit www.on.lung.ca**

www.diabetesatschool.ca

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Low blood sugar

Canadian Paediatric Society

What it is and what to do

When blood sugar is below 4 mmol/L, you must act IMMEDIATELY.
Do not leave a student alone if you think blood sugar is low.

Low blood sugar is also called **hypoglycemia.** It can be caused by:

- Too much insulin, and not enough food
- Delaying or missing a meal or a snack
- Not enough food before an activity
- Unplanned activity, without adjusting food or insulin

Some of the most common symptoms of low blood sugar are:


Shakiness


Irritability/grouchiness


Dizziness


Sweating


Blurry vision


Headache


Hunger


Weakness/Fatigue

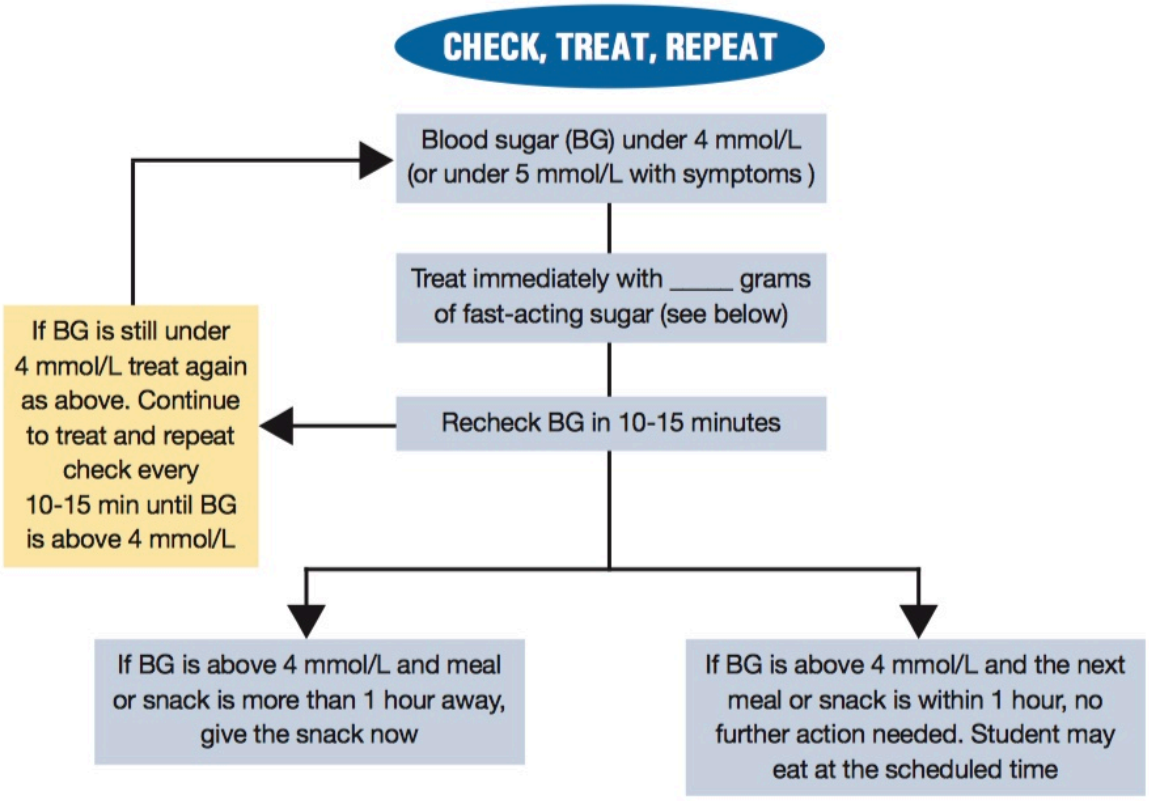

Pale skin


Confusion

How to treat low blood sugar

Remember:

1. Low blood sugar must be treated **IMMEDIATELY**
2. **DO NOT** leave a student alone if you suspect low blood sugar
3. Treat the low blood sugar **WHERE IT OCCURS**. Do not bring the student to another location. Walking may make blood sugar go even lower.
4. Even students who are independent **may need help** when their blood sugar is low



Give fast-acting sugar according to the student's care plan: either 10 g or 15 g

Amount of fast-acting sugar to give		
	10 g	**15 g**
Glucose tablets	2 tablets	4 tablets
Juice/pop	½ cup	¾ cup
Skittles	10 pieces	15 pieces
Rockets candy	1 pkg = 7 g	2 pkgs = 14 g
Table sugar	2 tsp / 2 pkgs	1 Tbsp / 3 pkgs

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High blood sugar

Canadian Paediatric Society

What it is and what to do

High blood sugar (or hyperglycemia) occurs when a student's blood sugar is higher than the target range. It is usually caused by:

- extra food, without extra insulin
- not enough insulin
- decreased activity

Blood sugar also rises because of illness, stress, or excitement. Usually, it is caused by a combination of factors.

Students are not usually in immediate danger from high blood sugar unless they are vomiting, breathing heavily or lethargic. They may have difficulty concentrating in class.

What to do

Check blood sugar. Even students who are independent may need help if they are unwell.

Contact parents immediately if a student is unwell, has severe abdominal pain, nausea, vomiting or symptoms of severe high blood sugar.

If the student is well, follow instructions for high blood sugar in their care plan. Allow unlimited trips to the washroom, and encourage them to drink plenty of water.

Symptoms of high blood sugar


Extreme thirst


Frequent urination


Headache


Hunger


Abdominal pain


Blurry vision


Warm, flushed skin


Irritability

Symptoms of VERY high blood sugar


Rapid, shallow breathing


Vomiting


Fruity breath

If you see these symptoms in a child without type 1 diabetes, please speak to their parents and suggest they see a doctor.

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Canadian Paediatric Society

How teachers can support students with type 1 diabetes

All students with type 1 diabetes—no matter how independent they are—need the support of trusted, caring adults at school. If you have a student with type 1 diabetes, whether for all or part of the day, there are many simple ways you can help. Here are some suggestions:

Learn about type 1 diabetes. Start by exploring the resources on diabetesatschool.ca, or have a look at some of the other resources we have gathered.

Be familiar with the **signs and symptoms** of low blood sugar (hypoglycaemia) and high blood sugar (hyperglycemia), and know what to do in an emergency.

Be familiar with the student's **Individual Care Plan**. Know who at the school has been designated to provide day-to-day support.

Ensure the student has **easy access to supplies** for blood glucose monitoring and treating low blood sugar (their "diabetes kit").

Ensure the student **eats meals and snacks on time**. Allow enough time to finish eating.

Talk to the student's parents at the start of the school year (or right after diagnosis), and agree on a way to share information as needed.

Provide parents with **as much notice as possible** about field trips, special events and changes to the school routine, especially where food or activity is involved.

If a student experiences a low blood sugar before or during a test/exam, **allow a reasonable amount of time** to treat and recover from the low (they may need up to an additional 30 to 60 minutes to complete the task).

Ensure that information about the student's daily tasks and emergency plan is available to **supply teachers**.

Support the student's self-care by allowing blood sugar monitoring at any time or anywhere, respecting the student's wish for privacy.

Know that a student **may need to eat outside a planned meal or snack time** to prevent low blood sugar.

Ensure that the student has **unrestricted bathroom access**, as well as access to water at all times. This is especially important when blood sugar is high.

For more information: www.diabetesatschool.ca

SEIZURE FIRST AID

Tonic Clonic Seizure

Convulsive seizure with loss of consciousness, muscle stiffening, falling, followed by jerking movements.

1. **Time the seizure.**

   Protect from injury, quickly remove any hard objects that could cause injury.

   Protect the head as best you can - place something soft under the head.

   Do not attempt to restrain the person or to stop the jerking.

   Do not put anything in the mouth.

2. **Gently roll the person onto one side** as soon as it is practical to do so. This will help keep the airway clear.

   Stay with the person until the seizure ends naturally.

3. **Calmly talk** to the person until they regain consciousness. Let them know where they are, that they are safe and that you will stay with them while they recover.







Focal Seizure
(Complex Partial)

Non-convulsive seizure with outward signs of confusion, unresponsiveness or inappropriate behaviour. Can be mistaken for alcohol or drug intoxication.

- During a focal seizure you may need to gently guide the person past obstacles and away from dangerous places.
- As the seizure finishes, calmly talk to the person and ask if they are OK.

In the event of a seizure follow instructions in the individual's seizure management plan. However, if you do not know the person, or there is no seizure management plan:

Call an ambulance – 000

- ✓ If the seizure lasts more than **5 minutes** or a second seizure quickly follows.
- ✓ If the person remains non-responsive for more than **5 minutes** after the seizure stops.
- ✓ If the person is having a greater number of seizures than is usual for them.
- ✓ If the person is injured, goes blue in the face or has swallowed water.
- ✓ If the person is pregnant.
- ✓ You know, or believe it to be, the person's first seizure.
- ✓ You feel uncomfortable dealing with the seizure.

1300 852 853

EPILEPSY QUEENSLAND

This information is made available as a guide only on the understanding that Epilepsy Queensland Inc shall have no liability arising by reason of any person using or relying on the information and whether caused by reason of any error, negligent act omission or misrepresentation in the information or otherwise.

www.epilepsyqueensland.com.au

STUDENT INFORMATION

Student Name _____ Date Of Birth _____

Ontario Ed. # _____ Age _____

Grade _____ Teacher(s) _____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

KNOWN LIFE-THREATENING TRIGGERS

CHECK (✓) THE APPROPRIATE BOXES

❒ Food(s): _____ ❒ Insect Stings: _____

❒ Other: _____

Epinephrine Auto-Injector(s) Expiry Date (s): _____

LOCATION of Auto-Injector(s) : _____

_____

Dosage: ❒ EpiPen® / Jr. 0.15 mg ❒ EpiPen® / 0.30 mg

_____

❒ Previous anaphylactic reaction: **Student is at greater risk.**
❒ Has asthma. **Student is at greater risk**. If student is having a reaction and has difficulty breathing, give epinephrine before asthma medication.
❒ Any other medical condition or allergy? _____

[*Information is collected by the Board under the authority of the Education Act ss. 58.5, 265 and 266 for the purpose of student safety. For further information contact your school principal.]*

DAILY/ROUTINE ANAPHYLAXIS MANAGEMENT

SYMPTOMS

A STUDENT HAVING AN ANAPHYLACTIC REACTION MIGHT HAVE ANY OF THESE SIGNS AND SYMPTOMS:

- **Skin system**: hives, swelling (face, lips, tongue), itching, warmth, redness.
- **Respiratory system** (breathing): coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing.
- **Gastrointestinal system** (stomach): nausea, vomiting, diarrhea, pain or cramps.
- **Cardiovascular system** (heart): paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or lightheadedness, shock.
- **Other**: anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste.

EARLY RECOGNITION OF SYMPTOMS AND IMMEDIATE TREATMENT COULD SAVE A PERSON'S LIFE.

Avoidance of an allergen is the main way to prevent an allergic reaction.

***Food Allergen(s)**:* eating even a small amount of a certain food can cause a severe allergic reaction.

Food(s) to be avoided: _____

Safety measures: _____

_____

***Insect Stings**:* (Risk of insect stings is higher in warmer months. Avoid areas where stinging insects nest or congregate. Destroy or remove nests, cover or move trash cans, keep food indoors.)

Designated eating area inside school building _____

_____

Safety measures: _____

_____

Other information: _____

_____

_____

EMERGENCY PROCEDURES
(DEALING WITH AN ANAPHYLACTIC REACTION)

ACT QUICKLY. THE FIRST SIGNS OF A REACTION CAN BE MILD, BUT SYMPTOMS CAN GET WORSE QUICKLY.

STEPS

1. ***Give epinephrine auto-injector*** (e.g. EpiPen®) at the first sign of known or suspected anaphylactic reaction.

2. ***Call 9-1-1*** or local emergency medical services. Tell them someone is having a life-threatening allergic reaction.

3. ***Give a second dose of epinephrine*** as early as five (5) minutes after the first dose if there is no improvement in symptoms.

4. ***Go to the nearest hospital IMMEDIATELY*** (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 — 6 hours).

5. Call ***emergency contact person***; e.g. Parent(s)/Guardian(s).

_____

_____

_____

_____

_____

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.
✸This information may remain on file if there are no changes to the student's medical condition.

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3._____

4._____ 5._____ 6._____

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program ❒Yes ❒ No _____

After-School Program ❒ Yes ❒ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20___ 20___ school year without change and will be reviewed on or before: _____. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): _____ Date: _____
(If student less than 16) Signature

Student: _____ Date:_____
Signature

Principal: _____ Date: _____
Signature

☐ I authorize you to post the ***Anaphylaxis Emergency Plan Poster*** within the school and in the school bus for my son or daughter.

Anaphylaxis Emergency Plan: _____ *(name)*

This person has a potentially life-threatening allergy (anaphylaxis) to:

PHOTO

(Check the appropriate boxes.)

☐ Food(s): _____

_____

_____

☐ Insect stings

☐ Other: _____

Epinephrine Auto-Injector: Expiry Date: _____ / _____

Dosage:

☐ EpiPen® Jr. 0.15 mg ☐ EpiPen® 0.30 mg

Location of Auto-Injector(s): _____

☐ **Previous anaphylactic reaction:** Person is at greater risk.

☐ **Asthmatic:** Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- **Skin system:** hives, swelling (face, lips, tongue), itching, warmth, redness
- **Respiratory system (breathing):** coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- **Gastrointestinal system (stomach):** nausea, pain or cramps, vomiting, diarrhea
- **Cardiovascular system (heart):** paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or lightheadedness, shock
- **Other:** anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste

Early recognition of symptoms and immediate treatment could save a person's life.

Act quickly. The first signs of a reaction can be mild, but symptoms can get worse very quickly.

1. **Give epinephrine auto-injector** (e.g. EpiPen®) at the first sign of a known or suspected anaphylactic reaction. (See attached instruction sheet.)
2. **Call 9-1-1** or local emergency medical services. Tell them someone is having a life-threatening allergic reaction.
3. **Give a second dose of epinephrine** as early as 5 minutes after the first dose if there is no improvement in symptoms.
4. **Go to the nearest hospital immediately (ideally by ambulance),** even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4-6 hours).
5. **Call emergency contact person (e.g. parent, guardian).**

Emergency Contact Information

Name	Relationship	Home Phone	Work Phone	Cell Phone

The undersigned patient, parent, or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient's physician.

_____ _____ _____ _____

Patient/Parent/Guardian Signature | Date | Physician Signature ☐ On file | Date

Allergy Quebec · Canadian Allergy, Asthma and Immunology Foundation · Food Allergy Canada · Canadian Society of Allergy and Clinical Immunology · Allergy Asthma information association · AAIQ Association of Allergists and Immunologists of Quebec

August 2016

STUDENT INFORMATION

Student Name _____ Date Of Birth _____

Ontario Ed. # _____ Age _____

Grade _____ Teacher(s) _____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

KNOWN ASTHMA TRIGGERS

CHECK (✓) ALL THOSE THAT APPLY

❒ Colds/Flu/Illness	❒ Change In Weather	❒ Pet Dander	❒ Strong Smells
❒ Smoke (e.g., tobacco, fire, cannabis, second-hand smoke)	❒ Mould	❒ Dust	❒ Cold Weather
❒ Physical Activity/Exercise	❒ Other (Specify)_____		❒ Pollen

❒ At Risk For Anaphylaxis (Specify Allergen) _____

❒ Asthma Trigger Avoidance Instructions:_____

_____

❒ Any Other Medical Condition Or Allergy? _____

_____

_____

[*Information is collected by the Board under the authority of the Education Act ss. 58.5, 265 and 266 for the purpose of student safety. For further information contact your school principal.]*

DAILY/ ROUTINE ASTHMA MANAGEMENT

RELIEVER INHALER USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES

A reliever inhaler is a fast-acting medication (usually blue in colour) that is used when someone is having asthma symptoms. The reliever inhaler should be used:

❒ When student is experiencing asthma symptoms (e.g., trouble breathing, coughing, wheezing).
❒ Other (explain): _____

Use reliever inhaler _____ in the dose of _____
(Name of Medication) (Number of Puffs)

Spacer (valved holding chamber) provided? ❒ Yes ❒ No

Place a (✓) check mark beside the type of reliever inhaler that the student uses:
❒ Airomir ❒ Ventolin ❒ Bricanyl ❒Other (Specify) _____

❒ Student requires assistance to **access** reliever inhaler. Inhaler must be **readily accessible**.

LOCATION of Reliever inhaler:

❒ With _____ Location: _____ Other Location: _____
❒ In locker # _____Locker Combination: _____

❒ Student **will carry** their reliever inhaler **at all times** including during recess, gym, outdoor and off-site activities.

Reliever inhaler is kept in the student's:
❒ Pocket ❒ Backpack/fanny Pack
❒ Case/pouch ❒ Other (specify): _____

Does student require assistance to **administer** reliever inhaler? ❒ Yes ❒ No
❒ Student's **spare** reliever inhaler is kept:
❒ In main office (specify location): _____ Other Location: _____
❒ In locker #: _____Locker Combination: _____

CONTROLLER MEDICATION USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITES

Controller medications are taken regularly every day to control asthma. Usually, they are taken in the morning and at night, so generally not taken at school (unless the student will be participating in an overnight activity).

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

EMERGENCY PROCEDURES

IF ANY OF THE FOLLOWING OCCUR:

- Continuous coughing
- Trouble breathing
- Chest tightness
- Wheezing (whistling sound in chest)

(NOTE: Student may also be restless, irritable and/or quiet.)

TAKE ACTION STEPS

STEP 1: Immediately use fast-acting reliever inhaler (usually a blue inhaler). Use a spacer if provided.

STEP 2: Check symptoms. Only return to normal activity when all symptoms are gone.
If symptoms get worse or do not improve within 10 minutes, this is an EMERGENCY!
Follow emergency steps below

IF ANY OF THE FOLLOWING OCCUR:

- Breathing is difficult and fast
- Cannot speak in full sentences
- Lips or nail beds are blue or grey
- Skin or neck or chest sucked in with each breath

(NOTE: Student may also be anxious, restless, and/or quiet.)

EMERGENCY STEPS

STEP 1: ***IMMEDIATELY use any fast-acting reliever*** (usually a blue inhaler).use a spacer if provided.

CALL 9-1-1 for an ambulance. Follow 9-1-1 communication protocol with emergency responders.

STEP 2: If symptoms continue, ***use reliever inhaler*** every 5-15 minutes until medical attention arrives.

While waiting for medical help to arrive:

- ✓ Have student sit up with arms resting on a table (do not have student lie down unless it is an anaphylactic reaction).
- ✓ Do not have the student breathe into a bag.
- ✓ Stay calm, reassure the student and stay by his/her side.
- ✓ Notify parent(s)/guardian(s) or emergency contact.

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.
✸This information may remain on file if there are no changes to the student's medical condition.

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3._____

4._____ 5._____ 6._____

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program ❒Yes ❒ No _____

After-School Program ❒ Yes ❒ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20___ 20___ school year without change and will be reviewed on or before: _____. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): _____ Date: _____
(If student less than 16) Signature

Student: _____ Date:_____
Signature

Principal: _____ Date: _____
Signature

☐ I authorize you to post the ***Individual Student Asthma Management Plan Poster*** within the school and in the school bus for my son or daughter.

INDIVIDUAL STUDENT ASTHMA MANAGEMENT PLAN

School Board Logo

Place Student Photo Here

Student Name _____ Date of Birth _____

Ontario Education Number _____ Age _____

Grade _____ Teacher _____

Emergency Contacts (list in priority of contact):

	Name	Relationship	Daytime Phone	Alternate Phone
1.				
2.				
3.				

KNOWN ASTHMA TRIGGERS

☐ Colds/flu/illness ☐ Physical activity/exercise ☐ Pet dander ☐ Cigarette smoke ☐ Pollen ☐ Mould
☐ Dust ☐ Cold weather ☐ Strong smells ☐ Allergies (specify): _____
☐ Anaphylaxis (specify allergy): _____ ☐ Other (specify): _____

Asthma trigger avoidance instructions: _____

_____

_____

RELIEVER INHALER USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES

A reliever inhaler is a fast-acting medication (usually blue in colour) that is used when someone is having asthma symptoms. The reliever inhaler should be used:

☐ When student is experiencing asthma symptoms (e.g., trouble breathing, coughing, wheezing).

☐ Other (explain): _____

Use reliever inhaler _____ in the dose of _____.
(Name of Medication) (Number of Puffs)

Spacer (valved holding chamber) provided? ☐ Yes ☐ No 

Place a check mark beside the type of reliever inhaler that the student uses:

☐ Salbutamol (e.g. Ventolin) 

☐ Airomir 

☐ Ventolin 

☐ Bricanyl 

☐ Other (specify): _____

STUDENT INFORMATION

Student Name _____ Date of Birth _____

Ontario Ed. # _____ Age _____

Grade _____ Teacher(s) _____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

TYPE 1 DIABETES SUPPORTS

Names of trained individuals who will provide support with diabetes-related tasks: (e.g. designated staff or community care allies.) _____

_____

Method of home-school communication: _____

Any other medical condition or allergy? _____

_____

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DAILY/ROUTINE TYPE 1 DIABETES MANAGEMENT

Student is able to manage their diabetes care independently and does not require any special care from the school.

❒ Yes ❒ No

❒ If Yes, go directly to page five (5) — Emergency Procedures

ROUTINE	ACTION (page 1 of 3)
BLOOD GLUCOSE MONITORING ❒ Student requires trained individual to check BG/ read meter. ❒ Student needs supervision to check BG/ read meter. ❒ Student can independently check BG/ read meter. ❒ Student has continuous glucose monitor (CGM) ✸ Students should be able to check blood glucose anytime, anyplace, respecting their preference for privacy.	Target Blood Glucose Range _____ Time(s) to check BG: _____ _____ Contact Parent(s)/Guardian(s) if BG is: _____ Parent(s)/Guardian(s) Responsibilities: _____ _____ School Responsibilities: _____ _____ Student Responsibilities: _____
NUTRITION BREAKS ❒ Student requires supervision during meal times to ensure completion. ❒ Student can independently manage his/her food intake. ✸ Reasonable accommodation must be made to allow student to eat all of the provided meals and snacks on time. Students should not trade or share food/snacks with other students.	Recommended time(s) for meals/snacks:_____ Parent(s)/Guardian(s) Responsibilities:_____ _____ School Responsibilities:_____ _____ Student Responsibilities:_____ Special instructions for meal days/ special events:_____ _____

ROUTINE	ACTION (page 2 of 3)
INSULIN ❒ Student does not take insulin at school. ❒ Student takes insulin at school by: ❒ Injection ❒ Pump ❒ Insulin is given by: ❒ Student ❒ Student with supervision ❒ Parent(s)/Guardian(s) ❒ Trained Individual ✸ All students with Type 1 diabetes use insulin. Some students will require insulin during the school day, typically before meal/nutrition breaks.	***Insulin LOCATION***: _____ _____ Required times for insulin:_____ ❒ Before school: ❒ Morning Break: ❒ Lunch Break: ❒ Afternoon Break: ❒ Other (Specify):_____ Parent(s)/Guardian(s) responsibilities:_____ School Responsibilities: _____ Student Responsibilities: _____ Additional Comments: _____
ACTIVITY PLAN Physical activity lowers blood glucose (BG). BG is often checked before activity. Carbohydrates may need to be eaten before/after physical activity. A source of fast-acting sugar must always be within students' reach.	Please indicate what this student must do prior to physical activity to help prevent low blood sugar: 1. Before activity: _____ 2. During activity: _____ 3. After activity: _____ Parent(s)/Guardian(s) Responsibilities: _____ School Responsibilities: _____ Student Responsibilities: _____ For special events, notify parent(s)/guardian(s) in advance so that appropriate adjustments or arrangements can be made. (e.g. extracurricular, Terry Fox Run)

ROUTINE	ACTION (page 3 of 3)
DIABETES MANAGEMENT KIT Parents must provide, maintain, and refresh supplies. School must ensure this kit is accessible all times. (e.g. field trips, fire drills, lockdowns) and advise parents when supplies are low.	Kits will be available in different locations but will include: ❒ Blood Glucose meter, BG test strips, and lancets ❒ Insulin and insulin pen and supplies. ❒ Source of fast-acting sugar (e.g. juice, candy, glucose tabs.) ❒ Carbohydrate containing snacks ❒ Other (Please list) _____ _____ Location of Kit: _____
SPECIAL NEEDS A student with special considerations may require more assistance than outlined in this plan.	Comments:

EMERGENCY PROCEDURES

HYPOGLYCEMIA – LOW BLOOD GLUCOSE
(4 mmol/L or less)
DO NOT LEAVE STUDENT UNATTENDED

Usual symptoms of Hypoglycemia for my child are:

❒ Shaky	❒ Irritable/Grouchy	❒ Dizzy	❒ Trembling
❒ Blurred Vision	❒ Headache	❒ Hungry	❒ Weak/Fatigue
❒ Pale	❒ Confused	❒ Other _____	

Steps to take for Mild Hypoglycemia (student is responsive)

1. Check blood glucose, give _____grams of fast acting carbohydrate (e.g. ½ cup of juice, 15 skittles)
2. Re-check blood glucose in 15 minutes.
3. If still below 4 mmol/L, repeat steps 1 and 2 until BG is above 4 mmol/L. Give a starchy snack if next meal/snack is more than one (1) hour away.

STEPS for Severe Hypoglycemia (student is unresponsive)

1. Place the student on their side in the recovery position.
2. ***Call 9-1-1.*** Do not give food or drink (choking hazard). Supervise student until EMS arrives.
3. Contact parent(s)/guardian(s) or emergency contact

HYPERGLYCEMIA — HIGH BLOOD GLOCOSE
(14 MMOL/L OR ABOVE)

Usual symptoms of hyperglycemia for my child are:

❒ Extreme Thirst	❒ Frequent Urination	❒ Headache
❒ Hungry	❒ Abdominal Pain	❒ Blurred Vision
❒ Warm, Flushed Skin	❒ Irritability	❒ Other: _____

Steps to take for Mild Hyperglycemia

1. Allow student free use of bathroom
2. Encourage student to drink water only
3. Inform the parent/guardian if BG is above _____

Symptoms of Severe Hyperglycemia (Notify parent(s)/guardian(s) immediately)

❒ Rapid, Shallow Breathing	❒ Vomiting	❒ Fruity Breath

Steps to take for Severe Hyperglycemia

1. If possible, confirm hyperglycemia by testing blood glucose
2. Call parent(s)/guardian(s) or emergency contact

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.
✸This information may remain on file if there are no changes to the student's medical condition.

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3._____

4._____ 5._____ 6._____

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program ❒Yes ❒ No _____

After-School Program ❒ Yes ❒ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20___ 20___ school year without change and will be reviewed on or before: _____. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): _____ Date: _____
(If student less than 16) Signature

Student: _____ Date:_____
Signature

Principal: _____ Date: _____
Signature

☐ I authorize you to post the ***Individual Care Plan for Students with Type 1 Diabetes Poster*** within the school and in the school bus for my son or daughter.

Individual Care Plan for Students with Type 1 Diabetes

DAILY AND EMERGENCY PROCEDURES

IDENTIFICATION

Name: _____ Date of birth: _____ School year: 20___ to 20___

School: _____ Grade: _____ Homeroom teacher: _____

Home address: _____

Medical contact: _____ Phone: _____

If student has another care plan, note here: _____

Designated staff to provide support with diabetes care (minimum 2):

1. _____

2. _____

3._____

STUDENT PHOTO

Before-school care: No ☐ Yes ☐ _____ After-school care: No ☐ Yes ☐ _____

School bus #: a.m._____ p.m._____

CONTACTS

	Name	Relationship	Preferred phone #	Alternate phone #
1st				
2nd				
3rd				

EMERGENCY KITS / SUPPLIES

SCHOOL must ensure a kit is accessible at all times (class, gym, field trips, lockdowns, fire drills, etc). Advise parents when running low on supplies. **PARENT** must maintain/refresh supplies.

CONTENTS (check all that apply)	With student	Classroom	Office	Other location(s)
Blood glucose meter, test strips, lancets				
Fast-acting sugar (juice, glucose tabs, candy) for low blood sugar				
Carbohydrate snack(s)				
Glucagon (expiry date: ___/___)				
Sharps disposal container				
Ketone strips/meter				
Insulin pen, pen needles, insulin (in case of pump failure)				
Extra batteries for meter				
Parents' names and contact numbers				
Other:				

STUDENT INFORMATION

Student Name _____ Date Of Birth _____

Ontario Ed. # _____ Age _____

Grade _____ Teacher(s) _____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

Has an emergency rescue medication been prescribed? ❒ Yes ❒ No

If yes, attach the rescue medication plan, healthcare providers' orders and authorization from the student's parent(s)/guardian(s) for a trained person to administer the medication.

Note: Rescue medication training for the prescribed rescue medication and route of administration (e.g. buccal or intranasal) must be done in collaboration with a regulated healthcare professional.

KNOWN SEIZURE TRIGGERS

CHECK (✓) ALL THOSE THAT APPLY

❒ Stress ❒ Menstrual Cycle ❒ Inactivity

❒ Changes In Diet ❒ Lack Of Sleep ❒ Electronic Stimulation (TV, Videos, Florescent Lights)

❒ Illness ❒ Improper Medication Balance

❒ Change In Weather ❒ Other _____

❒ Any Other Medical Condition or Allergy? _____

_____

[*Information is collected by the Board under the authority of the Education Act ss. 58.5, 265 and 266 for the purpose of student safety. For further information contact your school principal.]*

DAILY/ROUTINE EPILEPSY MANAGEMENT

DESCRIPTION OF SEIZURE (NON-CONVULSIVE)	ACTION:
	(e.g. description of dietary therapy, risks to be mitigated, trigger avoidance.)

DESCRIPTION OF SEIZURE (CONVULSIVE)	ACTION:

SEIZURE MANAGEMENT

Note: It is possible for a student to have more than one seizure type.

Record information for each seizure type.

SEIZURE TYPE	ACTIONS TO TAKE DURING SEIZURE
(e.g. tonic-clonic, absence, simple partial, complex partial, atonic, myoclonic, infantile spasms) Type: _____ Description: _____	

Frequency of seizure activity: _____

_____

Typical seizure duration: _____

BASIC FIRST AID: CARE AND COMFORT

First aid procedure(s): _____

_____

Does student need to leave classroom after a seizure? ❒ Yes ❒ No

If yes, describe process for returning student to classroom: _____

_____

BASIC SEIZURE FIRST AID

- Stay calm and track time and duration of seizure
- Keep student safe
- Do not restrain or interfere with student's movements
- Do not put anything in student's mouth
- Stay with student until fully conscious

FOR TONIC-CLONIC SEIZURE:

- Protect student's head
- Keep airway open/watch breathing
- Turn student on side

EMERGENCY PROCEDURES

Students with epilepsy will typically experience seizures as a result of their medical condition.

Call 9-1-1 when:

- Convulsive (tonic-clonic) seizure lasts longer than five (5) minutes.
- Student has repeated seizures without regaining consciousness.
- Student is injured or has diabetes.
- Student has a first-time seizure.
- Student has breathing difficulties.
- Student has a seizure in water
- Notify parent(s)/guardian(s) or emergency contact.

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.
✸This information may remain on file if there are no changes to the student's medical condition.

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3._____

4._____ 5._____ 6._____

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program ❒Yes ❒ No _____

After-School Program ❒ Yes ❒ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20___ 20___ school year without change and will be reviewed on or before: _____. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): _____ Date: _____
(If student less than16) Signature

Student: _____ Date:_____
Signature

Principal: _____ Date: _____
Signature

☐ I authorize you to post the ***Epilepsy Alert - Pupil Poster*** within the school and in the school bus for my son or daughter.

Epilepsy Alert – Pupil Poster

Student Name and Grade

	Known Epilepsy Seizure Triggers:	
STUDENT PHOTO	☐ Stress ☐ Diet Change ☐ Illness ☐ Weather Change ☐ Menstrual Cycle ☐ Lack of Sleep	☐ Inactivity ☐ Electronic Stimulation (TV, Video, Florescent Lights) ☐ Medical Condition / Allergy _____ ☐ Other

Basic First Aid		***Tonic Clonic Seizure (Convulsive seizure with loss of consciousness, muscle stiffening, falling, followed by jerking movements.)***
• Stay calm and track time and duration of seizure. • Keep student safe. • Do not restrain or interfere with student's movements. • Do not put anything in student's mouth. • Stay with student until fully conscious.		1. Time the seizure Protect from injury, quickly remove any hard objects that could cause injury. Protect the head as best you can - place something soft under the head. Do not attempt to restrain the person or to stop the jerking. Do not put anything in the mouth 2. Gently roll the person onto one side as soon as it is practical to do so. This will help keep the airway clear. Stay with the person until the seizure ends naturally. 3. Calmly talk to the person until they regain consciousness. Let them know where they are, that they are safe and that you will stay with them while they recover

Call an Ambulance (911)
• If the seizure lasts more than 5 minutes or a second seizure quickly follows. • If the student remains non-responsive for more than 5 minutes after the seizure stops. • If the student is having a greater number of seizures than is usual for them. • If the student is injured, goes blue in the face or has swallowed water. • If the student is pregnant. • If the student has diabetes. • You know, or believe it to be, the student's first seizure. • You feel uncomfortable dealing with the seizure.

Emergency Contacts (List in Priority)			
Name	Relationship	Daytime Phone	Alternative Phone

POLICY: Medication & Health Services

Rationale:

The Board recognizes the need to ensure that all pupils with special health needs will receive support services which are prescribed as essential to their participation in school programs.

Personnel Affected by Policy:

Pupils, Principals, Teachers and other School personnel responsible for administering medication.

Organizational Authority:

The Board

Regulations:

1. **RESPONSIBILITY FOR ADMINISTERING MEDICATION & HEALTH SERVICES**

   1.1 Wherever feasible and authorized, the pupil or the pupil's parent may accept the responsibility of performing the service, if required during school hours.

   1.2 Where the pupil or the pupil's parent cannot perform the service, and where the parent so requests and the physician so prescribes, the service will be provided by the Board or Community Agency in accordance with the Model for the Provision of School Health Support Services in the Ministry of Education Policy/Program Memorandum No. 81 (Provision of Health Support Services in School Settings).

   In such cases, the Principal must receive a written request and authorization from the parent and, for any applicable service, a statement from the pupil's attending physician attesting that the service is needed during school hours and prescribing the service to be given.

   1.3 School personnel, including, Teachers, Secretaries, Early Childhood Educators, Educational Assistants, are permitted to provide health care and administer prescription drugs with the authorization of the physician and parent, but must also indicate willingness to provide the health services needed.

   1.4 Any provision of health care or management of prescription drugs ideally will be carried out in consultation with the School Nurse employed by the Renfrew County and District Health Unit.

2. **INSTRUCTIONS AND CONSENT FOR ADMINISTRATION OF MEDICATION**

   2.1 In the case of oral medication, the physician shall specify the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.

   2.2 Any change in medication or dosage shall be accompanied by written notification by a parent or doctor.

   2.3 Consent and authorization forms shall be renewed annually.

3. **TRAINING AND FOLLOW-UP PROCEDURES**

3.1 It will be the responsibility of the Principal to contact the District Health Unit to provide appropriate training, when necessary, in the provision of any required health care or administration of prescription drugs.

3.2 A written log shall be maintained when drugs are administered during school hours. The log shall include the pupil's name, the name and telephone numbers of the parent and physician, the name of the medication, the dosage and the date and time of provision, and the name of the person administering. In addition, the log shall reflect the date of initiation of the drug therapy in the school, any absenteeism, and the drug discontinuance date.

4. **ADMINISTRATION AND MANAGEMENT OF MEDICATION**

4.1 Medication shall be administered in a manner which allows for sensitivity and privacy and which encourages the pupil to take an appropriate level of responsibility for their medication.

4.2 Medication shall be kept in an appropriate, locked and limited access space. Individual containers must be labelled by the pharmacy or by the physician, and labels must be clearly marked with the pupil's name, name of physician, date, name and telephone number of the pharmacy, name of medication dosage, and frequency of administration.

5. **SUMMARY OF PROCEDURES**

5.1 A consent form shall be signed by the physician, parent, and designated person providing the health service or administering drugs in the form of Appendix "A" .

5.2 An "Individual Pupil Log of Medication Administered" shall be kept by each person designated for administration of a prescription drug in the form of Appendix "B" .

5.3 If, in the Principal's opinion, the school is unable to provide health care for a specific case, the Principal shall relay that opinion to the parent and appropriate Supervisory Officer.

Related Information:

Forms for this Policy

Appendix A: Consent Form
Appendix B: Pupil Medication Record

Ministry of Education

Policy / Program Memorandum No. 81 (Provision of Health Support Services in School Settings)

Appendix A: Consent Form

ADMINISTRATION OF HEALTH SERVICE AND/OR PRESCRIBED MEDICATION
(***to be updated on an annual basis)***

I. **TO BE COMPLETED BY PARENT(S) OR GUARDIAN(S):**
I hereby acknowledge that at my request the Principal or the person designated by the Principal has been authorized to administer the prescribed health service and/or prescribed medication:

_____
_____
_____
_____

to my son/daughter/ward: _____ Date of Birth: _____
Grade: _____ School: _____
by: _____ or alternates: _____

I hereby release the Principal and/or their designate and the Board from any claim resulting from the administration of the aforesaid and I hereby agree to indemnify and save harmless the Principal and/or their designate and the Board from all claims that may be made as a result thereof.

Date	Witness Signature	Signature Parent / Guardian

II. **TO BE COMPLETED BY A MEDICAL PRACTITIONER**:
I hereby approve the parent's request to authorize the Principal or the person designated by the Principal to administer the following recommended procedure and/or medication (include directions, dosage, frequency of administration and possible side effects to be aware of, as applicable:

_____
_____
_____
_____

Date	Signature of Medical Practitioner

[Note: In case of foster parents, please obtain the signature of a Family and Children's Services representative or official.]

III. **TO BE COMPLETED BY PERSON DESIGNATED TO PROVIDE MEDICAL SERVICE AND ALTERNATES**:
I am willing to provide the above-described services in consultation with the School Nurse employed by the Renfrew County and District Health Unit.

Signature of Designate Person	Signature of Alternate

Copy to: OSR; Director of Education: Public Health Nurse.

Appendix B: Pupil Medication Record

Name of Pupil _____ Date of Birth _____ Grade _____

Address _____

Name of Parent/Guardian _____ Phone _____

Name of Doctor _____ Phone _____

Person Administering Health Care Service _____

Alternate (s) _____ _____

Date Drug Therapy Started _____ Date Drug Therapy Ended_____

ADMINISTRATION OF PRESCRIBED MEDICATION OCCURRED AS FOLLOWS:

DATE	TIME	TYPE	AMOUNT	SIGNATURE		DATE	TIME	TYPE	AMOUNT	SIGNATURE

THIS FORM WILL BE FILED IN THE O. S. R. FOLDER

POLICY: Opening or Closing Exercises

Rationale:

The Renfrew County Catholic District School Board publicly voices that we are "Schools with a Difference." We seek to sustain environments characterized by warmth, hospitality, good humour and joy. Our mandate, as a school community, is to live lives dedicated to peace and justice in the spirit of gospel values. This vision statement calls for both a spiritual dimension and civic responsibility.

Personnel Affected by Policy:

Pupils, School Staff, Parents, the School Board and the Community

Organizational Authority:

The Board

Regulations and Procedures:

1. It is the policy of the Board that each school shall:
   - *a)* have an Opening Prayer as part of their Opening Exercises.

2. Each school shall:
   - *a)* conduct Opening/Closing Exercises in accordance with section 4 of Regulation 298 (Operation of Schools – General) made under the Education Act.
   - *b)* include the singing of "O Canada" in Opening Exercises.

3. Each school may:
   - *a)* include the recitation of the *Pledge of Citizenship.* The decision to include or omit the *Pledge of Citizenship* will be made annually, after consultation with the local School Council.

4. Exemptions to Participation in Opening or Closing Exercises:
   In the following circumstances, a pupil is not required to participate in the opening or closing exercises:
   - *a)* In the case of a pupil who is less than 18 years old, if the pupil's parent or guardian applies to the principal of the school for an exemption from the exercises.
   - *b)* In the case of a pupil who is at least 18 years old, if the pupil applies to the principal for an exemption from the exercises.

POLICY: Safe Arrivals

Rationale:

A safe-arrival program is a system of procedures, which are performed together with daily school attendance taking. Parents and guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school.

Personnel Affected by Policy:

All teaching and non-teaching employees, pupils, parents and caregivers affiliated with the affected school.

Organizational Authority:

The Board

Regulations:

1. It is the policy of the Board that each school shall have Safe School Arrival Procedures.
   - 1.1 All elementary schools shall have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers.
   - 1.2 Safe-arrival programs are developed and implemented by schools with advice from school councils, as necessary.
   - 1.3 The design of specific procedures will reflect local needs and the particular circumstances of the school and the community.
   - 1.4 Schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe-arrival programs.
   - 1.5 Safe-arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.

2. Design of Safe-Arrival Programs

Safe arrival programs shall be designed to reflect the following characteristics with respect to program delivery and information and communications. The following characteristics are intended to provide guidance in the design of any safe-arrival programs that are developed.

- 2.1 The program should be delivered in a manner that complements other school and community safety programs and initiatives.
- 2.2 The roles and responsibilities of parents, pupils, the school, school councils, volunteers, and others should be clearly identified and documented, and broadly communicated to all those who have an interest in safe-arrival programs.
- 2.3 The roles and responsibilities of parents and guardians, at a minimum, could be defined as involving the following:
  - i) Parents and guardians are responsible for their children's safety. Safe-arrival programs are a mechanism that parents and schools can use to account for any pupil's unexplained failure to arrive at school;

ii) Parents, guardians, and caregivers are responsible for communicating planned pupil absences or lateness to the school on a timely basis. Their reports could be reconciled with information obtained through classroom attendance-taking procedures to identify any unexplained absences that require prompt follow-up contacts;

iii) (iii) Parents, guardians, and caregivers are responsible for providing the school with complete and current emergency information to enable the school to make any necessary follow-up contacts.

2.4 Programs should take into account both normal, recurring circumstances and unusual events and conditions. For example, regular procedures could be modified on days when pupils are likely to arrive late because of inclement weather or bus cancellations.

2.5 Programs should take into account that a language other than the language of instruction may be used in the absent pupil's home.

2.6 Programs shall specify the steps that are to be taken when a follow-up contact cannot reasonably be made. (i.e. documented in a log book located in a central point in the office).

2.7 Individuals involved in delivering the safe-arrival program shall receive appropriate training and supervisions.

2.8 Programs shall be reviewed periodically to confirm their effectiveness.

2.9 Parents and volunteers can make a tremendous contribution to the delivery of these programs. Where appropriate, efforts should be made to develop this potential and to enlist the aid of parents and volunteers to help reduce demands on the time of school administrative staff.

3. Information and Communications

3.1 Information about the scope and features of the school's safe-arrival program, and about the roles and responsibilities of all interested parties, should be communicated clearly and effectively by the principal to school staff, parents, guardians, caregivers, pupils, school councils, and all volunteers and others in the community who have an interest in the matter. A copy of the School's Safe-Arrival program shall be kept on file with the Supervisory Officer of that school.

3.2 There shall be a reliable method for parents, guardians, and caregivers to communicate planned pupil absences or lateness to the school on a timely basis, particularly outside school hours. For example, a voice-messaging system and, if appropriate, a telephone device for the deaf (TTY/TDD) may have to be installed.

3.3 A reliable system of documenting key information shall be developed and maintained. Key information shall include:

- a log of calls from parents or others who report absences or lateness;
- names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case of an unexplained pupil absence;
- a log of actions taken by school staff in accordance with the provisions of the safe-arrival program.

Appendix A: Occurrences Requiring Police Response

The following sections have been abstracted from the Ministry of Education *2015 Provincial Model for a Local Police/School Board Protocol*.

1. Occurrences Requiring Police Response (Students 12 years of age and older)

The following incidents require mandatory reporting to police. Mandatory police reporting does not mean that police will lay charges in every situation; however, for the incidents listed, police *must* be notified. The incidents listed include those that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on school climate.

a) ***Mandatory Notification of Police***

At a minimum, the police must be notified of the following types of incidents:

- all deaths;
- physical assault causing bodily harm requiring medical attention;
- sexual assault;
- robbery;
- criminal harassment;
- relationship-based violence;
- possessing a weapon, including possessing a firearm;
- using a weapon to cause or to threaten bodily harm to another person;
- trafficking in weapons or in illegal drugs;
- possessing an illegal drug;
- hate and/or bias-motivated occurrences;
- gang-related occurrences;
- extortion;
- non consensual sharing of intimate images; and
- bomb threats.

b) ***Discretionary Notification of Police***

Police response may also be needed in connection with the following types of incidents:

- giving alcohol to a minor;
- being under the influence of alcohol or illegal drugs;
- threats of serious physical injury, including threats made on social networking sites or through instant messaging, text messaging, e-mail, and so on;
- incidents of vandalism; and
- trespassing incidents.

c) Principals should consider mitigating and other factors when deciding whether to call the police in these discretionary situations. It is expected that all other school-related occurrences not specified in the Protocol will be dealt with by the principal on a case-by-case basis, and that police will be notified at the principal's discretion

2. Occurrences with Students under 12 years of age

a) Where children under the age of 12 are involved, school boards are expected to use their discretion in applying the rules outlined above for reporting incidents to the police. Children under 12 cannot be charged with an offence under the *Criminal Code*, *Youth Criminal Justice Act*, or the *Provincial Offences Act*, but police may take reports of incidents allegedly committed by students in this age group and may respond in an appropriate manner. Early intervention for children involved in such incidents is essential, and involving police and parents as early as possible may facilitate the provision of appropriate intervention and support

b) Even if the Police are not called, the principal is required to conduct an investigation of an incident for the purpose of school discipline – for example, where a recommendation for suspension or expulsion may be required – regardless of the age of the students involved.

3. Occurrences with Students with Special Education Needs

a) Because school administrators have a duty to ensure that all members of the school community are able to work and learn in a safe and positive environment, they are obliged to report incidents to police as outlined above. However, in investigations that involve a student known to have special education needs, additional considerations must be taken into account by school personnel and police.

b) Additional considerations are to be taken into account when an investigation involves a student (or students) known to have special education needs, who may be identified as having an exceptionality in any of the following categories: behaviour, communication, intellectual, physical, or multiple. Such considerations include:

- The responsibility of the school to communicate to the police that a student is known to have special education needs or communication difficulties.
- The requirement to accommodate the student, especially when interviewing is necessary. Every attempt should be made to provide specialized supports/resources, as needed, for the student during an investigation.
- The need to ensure that the student's parent is contacted as soon as possible, except in exigent circumstances or where the police believe the parent may be implicated in the incident.

c) In cases involving students with special education needs, the principal should review the student's Individual Education Plan (IEP) and other relevant student records in order to identify whether further intervention strategies and/or resources are required for the student. These may include the development of and/or revisions to a behaviour management plan or a safety plan.

4. Definitions

The definitions provided here relate only to usages in the context of the Protocol and cannot be attributed to usages in any other document. Although some of the definitions are based on language used in the *Criminal Code of Canada*, they are not to be taken as the official legal definitions set out in the Code. For the actual legal definitions, please refer to the Code itself.

Criminal harassment occurs when: (1) a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person's family; and (2) the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety**.**

Extortion means the use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.

Gang-related occurrences are incidents involving a group, consisting of three or more persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

Hate- and/or bias-motivated occurrences are incidents (e.g., involving statements, words, gestures) motivated by hatred or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are wilfully intended to promote or incite bias or hatred against such a group.

Non-consensual sharing of intimate images is knowingly publishing, distributing, transmitting, selling, making available, or advertising intimate images an intimate image of another person while knowing that the person depicted in the image did not give their consent, or being reckless as to whether the person gave their consent. The term 'intimate image' refers to a visual recording such as a photograph, film or video recording of a person in whcih the person is nude or engaged in explicit sexual activity and which was created in circumstances that gave rise to a resonable expectation of privacy.

Possession of drugs is having a controlled substance (e.g. drug or narcotic, as set out in the Controlled Drugs and Substance Act) in one's personal possession or possessing it jointly with others, including knowingly possessing an illegal drug elsewhere.

Relationship-based violence is any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship. The behaviour or action can be physical, sexual, or emotional, and it may be comprised of a single act of violence, regardless of the level of physical injury or it may be comprised of a number of acts forming a pattern of abuse through the use of assaultive and/or controlling behaviour.

Robbery is the use of violence or threats of violence to steal money or other property from a victim.

Sexual assault is any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used – instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

Threats are any statement, act, or communication, by any means, including electronic means, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out.

Trafficking is assisting in any manner with the distributing of a controlled drug or substance, as set out in the *Controlled Drugs and Substances Act*, or with the distributing of weapons.

A ***Weapon*** is any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

Appendix B: Reporting Violent Incidents to the MOE

The following sections are requirements of the Ministry of Education (16-May-11) Policy / Program Memorandum No. 120.

1. Definition of Violent Incident:

The term violent incident is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm;
- physical assault causing bodily harm requiring medical attention;
- sexual assault;
- robbery;
- using a weapon to cause or to threaten bodily harm to another person;
- extortion;
- hate and/or bias-motivated occurrences.

2. School Staff / Principal Reporting:

a) School staff shall report all violent incidents that occur on school premises during school-run programs to their school principal or designate, whether the violent incident was committed by a student of the school or whether it was committed by any other person.

b) Principals or designates shall report all violent incidents that occur on school premises during school-run programs to the applicable superintendent of educational services, whether the violent incident was committed by a student of the school or whether it was committed by any other person.

3. Board Reporting:

a) The Board is required to report the total number of violent incidents on an annual basis to the Ministry of Education through the Ontario School Information System (OnSIS).

b) The Board is also required to collect and analyse data on the nature of violent incidents to support the development of board policies and to inform board and school improvement plans.

APPENDIX C: Incident Reporting Form

Report No: _____ **(YYYY/MM/DD)**	***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)	☐ At a location in the school or on school property (please specify) _____ ☐ At a school-related activity (please specify) _____ ☐ On a school bus (please specify route number) _____ ☐ Other (please specify) _____
3.Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	**SUSPENSION ACTIVITIES** **Activities for which suspension must be considered under section 306(1) of the Education Act** ☐ Uttering a threat to inflict serious bodily harm on another person; ☐ Possessing alcohol or illegal drugs or, unless the student is a medical cannabis user, cannabis; ☐ Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis; ☐ Swearing at a teacher or at another person in a position of authority; ☐ Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school; ☐ Bullying. **Other activities for which a pupil may be suspended under Board Policy** ☐ Being under the influence of illegal drugs; ☐ Persistent truancy; ☐ Persistent opposition to authority; ☐ Habitual neglect of duty; ☐ The wilful destruction of school property; ☐ The use of profane or improper language; ☐ Conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school; ☐ Infractions off school property where the pupil's conduct in the community negatively impacts on the school; ☐ Dress that contravenes the established dress code within a school; ☐ Trafficking in legal drugs; ☐ Being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated by a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs;

	☐ Taking pictures during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher; ☐ Harassing another person by the use of mechanical/electronic technology or communications; ☐ Invading another person's privacy by the use of mechanical/electronic technology or communications; ☐ Serious breaches of the Board Code of Conduct or the School Code of Conduct **EXPULSION ACTIVITIIES** **Activities for which expulsion must be considered under section 310(1) of the Education Act** ☐ Possessing a weapon, including possessing a firearm; ☐ Using a weapon to cause or to threaten bodily harm to another person; ☐ Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner; ☐ Committing sexual assault; ☐ Trafficking in weapons or in illegal drugs; ☐ Committing robbery; ☐ 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); ☐ Any activity listed in subsection 306 (1) that is motivated by bias, prejudice, or hate; ☐ Giving alcohol or cannabis to a minor. **Other activities for which a pupil may be expelled under Board Policy** ☐ Criminal harassment; ☐ Relationship violence; ☐ Hate and/or bias motivated occurrences; ☐ Extortion; ☐ Non-consensual sharing of intimate images; ☐ Bomb threats; ☐ A pattern of behaviour so refractory that the pupil's presence is injurious to the effective learning of others; ☐ Repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have proven ineffective; ☐ Trafficking in legal drugs, including cannabis; ☐ A course of serious harassment of another person; ☐ A course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications.

5. Report Submitted By: Name:_____

Role in School Community: _____

Signature:_____ Date: _____

Contact Information: Location: _____ Telephone: _____ Email: _____

---

6. FOR PRINCIPAL'S USE ONLY: Check if incident was a **violent incident**, as defined in Policy/Program Memorandum No. 120 and in Safe Schools – Appendix B – Reporting Violent Incidents to the Ministry of Education (Board Policy – Schools Category).

☐ **Violent incident**

[Information is collected is 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

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

Report No: _____

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: _____

* 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.

Appendix D: Suicide Prevention Protocol

Purpose:

It is the purpose of this protocol to assist staff in recognizing and responding to students who present with suicidal ideation and to establish a clear path of referral and support. This protocol will be reviewed as necessary.

Every staff member has a role in detecting the risks of suicide and ensuring that appropriate assessment and intervention is undertaken.

Protocol Overview:

As a Catholic faith Community we believe that every person who comes into the world is a unique gift of love from God. Each person is valuable to God and we are called to support one another.

> "I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another."
> (Jn 13:34)

It is our duty to learn to support every person around us, especially those who suffer or feel alone without hope. Experiencing someone's support can give a person hope when they feel hopeless. Reaching out to support one another is an important way in which we show we are followers of Jesus.

As educators we stand in 'loco parentis' during school hours and are in an optimal position to detect students who are troubled or struggling.

Myths about Suicidal Thoughts and Behaviour

Misinformation about suicidal thoughts and behaviour can interfere with educators' ability to respond appropriately to signs that a student is at risk. Some common myths about suicide are outlined below, along with factual information to set the record straight.

MYTH	FACT
MYTH 1 – Providing students with information about suicide and methods of suicide, or asking them if they think about suicide, may put the idea of suicide in their head, suggest suicide methods to them, and increase the likelihood of suicide attempts.	***Evidence from the research shows that this is false.*** Providing information in the proper manner and asking the student about his/her state of mind are evidence of care and concern that may be very much needed by the student.
MYTH 2 – Talk about suicide by someone who has never attempted it means it is unlikely that he/she will attempt suicide.	***This is false***. Talk that indicates a person is thinking about suicide should be taken very seriously, as this is one of the most important warning signs. Research findings show that repeatedly talking about one's own death is a significant warning sign.
MYTH 3 – Most adolescent suicides occur unexpectedly, without warning.	***This is not necessarily true***. Warning signs may be difficult to detect, but research evidence suggests that, nine times out of ten, risk factors or warning signs are present before a suicide attempt.
MYTH 4 – All adolescents who show suicidal behaviour have a mental illness.	***This is false***. However, it is true that approximately 90 per cent of all adolescents who successfully commit suicide (i.e., who die by suicide) are likely to have had a mental health disorder of some type (e.g., depression, ADHD, conduct disorder, PTSD, addictions)
MYTH 5 – Suicidal behaviour is determined by a person's genetic make-up.	***This is false***. To date, no genes associated with a predisposition to suicide have been identified. However, higher rates of suicidal behaviour have been found in identical twins if one twin has died by suicide. Studies of identical twins reared apart are needed to understand the role of genetic versus environmental influences. Risk factors for certain mental health problems that are also known to increase the risk of suicidal behaviour, such as depression, do have a genetic component.
MYTH 6 – Suicidal behaviour occurs only among adolescents who are poor.	***This is false***. Suicidal behaviour occurs among people at every socio-economic level.

Source: Based on information from: Doan et al., 2012d, True/False checklist; Sellen 2010 (as cited in the Ministry of Education's *Supporting Minds* document)

Warning Signs

Given students' frequent reluctance to talk about suicidal thoughts and behaviour, it is important for parents, educators, peers, and mental health professionals to recognize and understand warning signs that a student may be at risk. Signs that are noticeable to others may include oral or written communications (including online texts), specific types of behaviour, changes in behaviour, or stressful events or crises in the student's life that may act as triggers. Common warning signs for suicidal thoughts and behaviour are outlined below. However, no matter how alert we may be for such warning signs, no one can predict suicidal behaviour with any certainty.

Some of the warning signs listed below are the same as or similar to those that may be shown by a student who is experiencing symptoms of sadness, worry, or depression. Symptoms associated with depression are also risk factors that may contribute to suicidal thoughts and behaviour (Doan et al., 2012b, *Issue brief 3a*).

WARNING SIGNS

Changes in how the student relates to work, interests, and other people, such as:

- withdrawal from friends and family;
- loss of interest in social activities;
- not wanting to be alone;
- not wanting to be touched;
- a decline in the quality of school work and academic performance;
- frequent absences from school;
- indifference to appearance.

Symptoms and/or changes that reflect depression or other mental health problems, such as:

- irritability
- a change in eating and sleeping habits;
- loss of interest in pleasurable activities or things the student is known to care about;
- frequent complaints about physical symptoms, such as stomach-aches, headaches, or fatigue, that may be linked to emotional difficulties;
- a marked personality change and serious mood changes;
- feelings of sadness, emptiness, or hopelessness (these may be expressed in written assignments);
- difficulty concentrating;

Warning Signs (continued)

WARNING SIGNS *(continued)*

- problems with judgement and memory;
- difficulty sleeping;
- strong expressions of anger and rage;
- substance use problems;
- conduct disorder.

Impulsive and risk-taking behaviour, such as:

- excessive use of drugs and/or alcohol;
- sexual promiscuity;
- violent actions and/or uncharacteristic rebelliousness, and/or thrill-seeking behaviour;
- engaging in accident-prone or risky behaviour; putting self in a vulnerable position (e.g., playing chicken on road);
- fearlessness.

Suicidal behaviour, such as:

- seeking out ways to harm or kill him/herself;
- giving away favourite possessions;
- planning for death and making final arrangements;
- agitation, insomnia, and nightmares (in a student who is close to making a suicide attempt);
- previous suicide attempts;
- self-harm behaviour (e.g., cutting).

Oral or written communications, such as:

- talking about suicide or about a "plan";
- saying things like: "I'm going to kill myself", or "I shouldn't have been born";
- oral or written comments about the desire to die (e.g., "I wish I were dead"; written comments in notes or poems suggesting that the student is struggling; interactive suicide notes on the Internet);
- a preoccupation with death in writing, art, or conversation;
- complaints about being a bad person or feeling "rotten inside";
- statements about feeling hopeless, helpless, worthless, or "beyond help";
- statements that life is meaningless, pointless, and/or filled with misery;
- statements that reveal impossibly high, unrealistic expectations of self;
- verbal "hints" such as, "I won't be a problem for you much longer", "Nothing matters", "It's no use", or "I won't be seeing you again";
- statements that indicate sudden cheerfulness after a period of depression. (This may mean that the student feels relief at having decided to escape all problems by ending his/her life and committing self to action.)

(Based on information from: Doan et al., 2012b, *Issue brief 3a*; Sellen, 2010; HWDSB, 2009)

Note: This list provides some examples but is not exhaustive and should not be used for diagnostic purposes.

Interim Steps to Protect the Student

As followers of Jesus, we are called to go out of our way to show love to our suffering neighbour. Each time we reach out to support others in love, we grow as followers of Jesus and witnesses to his Gospel.

If medical emergency is in progress (student is in the process of attempting suicide) call 911

1. Recognize the Warning Signs

Look for the Warning Signs

2. Ask the hard question

Ask the question "***Are you feeling suicidal?***"

Take all affirmative responses seriously. If you do not believe a student who says they are fine – go through the protocol anyway.

3. Stay with the student

Never leave a student alone if they are feeling suicidal.

4. Bring student to principal or guidance counsellor

Bring student to principal for further intervention immediately.

Reporting, Risk Assessment and Action

If MEDICAL EMERGENCY call 911
Report to Principal or Designate
Do Not leave student alone

1. Recognize and Report Risk (staff)

2. Assess Risk (Principal/VP/ Principal-designate and/or ASIST staff)

Call ASIST certified staff member

Use ASIST training to assess

3. Contact Parents (Principal/VP/ Principal-designate and/or ASIST staff)

State clearly the concern

Staff member will decide if Student needs to be taken to hospital or can stay with support.

4. Review Risk (Principal/VP/ Principal-designate and/or ASIST staff and/or board professional)

If student stays check in with them and review their level of risk.

Develop Safe plan and give to student or family.

5. Develop Safe Plan (Principal/VP/ Principal-designate and/or ASIST staff)

*Educator, principal/VP/principal-designate
And ASIST certified staff will follow up with child and family.

6. Follow Up*

Intervention Guidelines for ASIST Certified Staff.

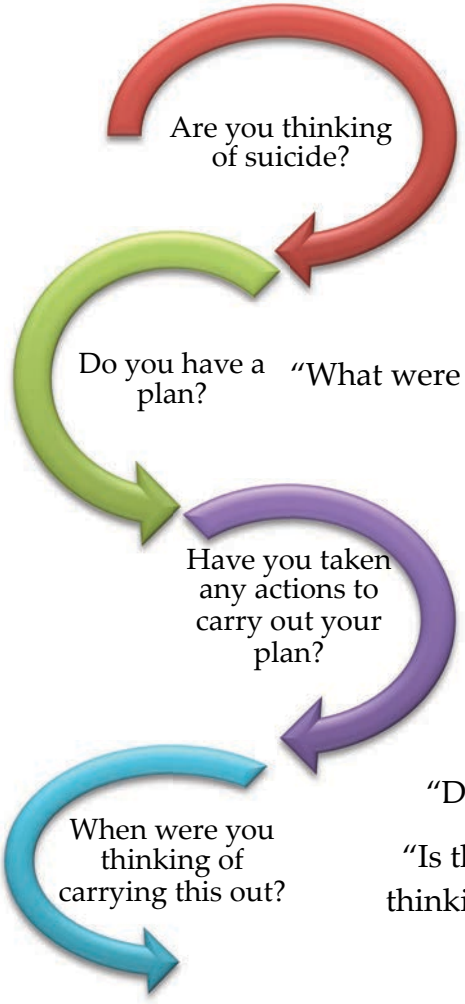
Ways to start a conversation about suicide:

- I have been feeling concerned about you lately.
- Recently, I have noticed some differences in your behavior and wondered how you are doing.
- I wanted to check in with you because you haven't seemed yourself lately.

"Do you ever think about hurting yourself?"

"Do you ever think about not being here?"

"Do you ever think about ending your life?"



"What were you thinking of doing?"

"Have you thought about what you would do to end your life?"

"Do you have anything to carry out your plan with?"

"Do you have____ ?" (insert means for method) eg. Do you have a gun

"Do you have a time frame?"

"Is this something you were thinking about doing soon?"

All suicidal ideation is to be taken seriously. The more descriptive the plan and closer the time frame of intent, the more concerned we become.

Guidelines for Speaking to a Student About Suicide

Table 8.2	What TO DO to support students who show signs of suicidal thoughts and behaviour

- Prepare in advance by finding out what resources are available in your school to assist students at risk.
- Know who on your school team to go to in a crisis situation or if a concern arises.
- Make sure that the student is not left alone if there appears to be an immediate risk or if you feel concerned for the student's safety.
- Tell the the principal or vice-principal and together tell the student's parent and or guardian.
- Remain calm (even if you are inwardly upset or alarmed).
- Be empathetic (try to understand and care) rather than sympathetic (feeling sorry for the student).
- Listen supportively and take your time. Allow the student an opportunity to speak, even if there are long periods of silence. Supportive listening can have a direct impact on decreasing immediate suicidal risk.
- Try to avoid giving advice, judging, or suggesting solutions. Repeat back the feelings that you hear the student expressing (e.g., "You sound frustrated", or "You sound as if today feels hopeless").
- Always take the student's concerns/warning behaviour seriously. Do not downplay the student's concerns. This is especially important if the student has a previous history of suicidal thoughts or behaviour.
- Restrict the student's access to any means of self-harm.
- Make sure that at each stage of the process, the student knows what is going on. Do not, for example, surprise the student by escorting him/her to a room where a ten-member crisis team is waiting. Make sure that you explain to the student what events and responses he/she can expect. Remember that a suicide crisis is a chaotic and confusing situation. By not providing and communicating structure in your response, you may unintentionally create more chaos and confusion, thereby increasing the likelihood that the student will refuse to cooperate.
- Ask questions to determine what supports (formal and informal) are available to the student that may help prevent a future crisis.

Table 8.4	What NOT to do when students show signs of suicidal thoughts and behaviour

- Do NOT promise to keep quiet about a student's suicidal behaviour.
- Do NOT give pat answers or hollow reassurances that "everything will be all right".
- Do NOT attempt to use "reverse" psychology such as, "If you want to commit suicide so badly, go ahead."
- Do NOT assume that the person isn't the suicidal "type". Anyone can be suicidal.
- Do NOT panic.
- Do NOT act shocked. This reaction could make the student feel worse (e.g., assume that the situation is so bad that no one can help), destroy any chance for rapport, and put distance between you and the student.
- Do NOT preach to the student about the value of life or the effect of such a tragic act on the student's family and friends. Some of these people may be contributing to the student's suicidal crisis and the student may see suicide as a way to hurt them.
- Do NOT worry about silence during discussion. Let the student know that you are there for him/her and are willing to listen.
- Do NOT under-react or minimize the seriousness of the problem. Under-reacting communicates that you don't really respect the student's feelings and/or don't believe the student is serious. Under-reacting may reinforce the student's feeling that no one understands or cares. Do not assume that there is an element of attention seeking in the student's behaviour. You should assume that the danger is real. The benefits of taking the student seriously far outweigh the costs of not acting.

Safe Plan

God walks with us always, especially in times of need. Know that you can turn to God and to others for support during this difficult time.

Supportive Adults in school

_____

_____

_____

Supportive Adults outside of school

_____

_____

_____

Supports at home

- Checked out in hospital or by a medical professional
- Close supervision
- Dangerous objects/ methods are locked up for extra safety
- Maintain supportive communication

Self-Calming Strategies

_____

_____

Crisis Supports:

If medical crisis call 911 or go to your nearest hospital.

Kids Help Phone
1-800-668-6868

Renfrew County Mental Health Crisis Line
1-866-996-0991

PHOENIX CENTER FOR CHILDREN AND FAMILIES
613-735-2374

Military Family Crisis Support Worker
613-687-2104 ext. 224
Health Center
Algonquins of Pikwàkanagàn
613-625-2259

Hands : The Family Health Network (South Algoma; Whitney)
705-476-2293

CONTACT YOUR LOCAL PARISH FOR SPIRITUAL SUPPORT

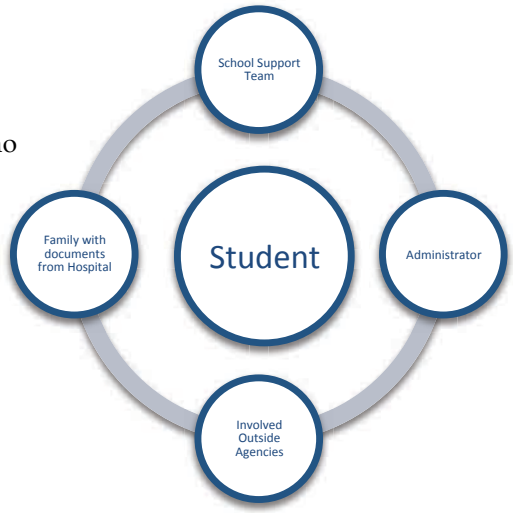
Circle of Support Meeting

God created us in love, and continues to love us with unconditional tenderness. No one can take this love away from us. God's tender and unconditional love is with us forever.

The support that students receive immediately after they are demitted from the hospital following a suicide attempt can reduce risk of the student attempting again. A circle of support meeting must occur before the student returns to the normal school environment after a suicide attempt or a period of hospitalization for suicidal ideation.

Circle of Support Meeting

- Meeting with school administration, relevant school personnel, involved outside agencies, parents and student occurs before student returns to school. Parents should bring any report given by the hospital. All recommendations should be reviewed.



Supportive Adult Identified

- A supportive adult is identified in the meeting who has a supportive relationship with the student.

Supportive Adult checks in on student weekly

- Supportive adult checks in with the student weekly for the next 3 weeks.

School professionals decide if another meeting is required

- Supportive adult and school administration decide if another Circle of Support meeting is required after 3 weeks.

Staff Intervener Report of Student Risk of Suicide

Heading	***Reporting Information***
Student Name	
Student School / Grade	
Principal (Phone):	
Guidance Staff (Phone)	
ASIST Staff (Phone)	
Suicide Warning Signs	
Other Observations	
Recipient of Report	
Time / Date of Report	
Signature of Intervener	

NOTE: If there are reasonable grounds to suspect child abuse, sexual misconduct or inappropriate behaviour, report the matter in accordance with the Board's Safe School – Reporting Child Abuse Policy or the Board's Reporting Sexual Misconduct & Inappropriate Behaviour (Schools & Students Category).

POLICY: Safe Schools – Access to School Premises

Rationale:

The Board upholds the right of all students to a safe and ordered learning environment. The distinctive nature of our Catholic schools obliges us to educate, nurture and protect our students as whole persons: spiritually, physically, intellectually, emotionally and socially.

In the parable of the last Judgement, Jesus calls us to honour in a special way, his presence in those vulnerable members of our communities who need our nurturing, protection and care. (Mt 25, 31-46) As sharers in the Church's evangelizing mission, we endeavour to make this Gospel message our own. We strive to sustain safe school environments characterized by warmth, hospitality, good humour and joy, in accordance with The Provincial Code of Conduct, which states that all students, parents, teachers and staff have the right to be safe, and to feel safe, in their school community.

The Board believes in providing a safe school environment characterized by the pursuit of life-long learning and the nurturing of each individual pupil's spiritual and academic needs.

The Provincial Code of Conduct states that all students, parents, teachers and staff have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility contribute to a positive school climate.

The legislation applicable to access to school premises includes:

- Education Act, s. 265 (1) (m): a principal may refuse to admit to the school or a classroom a persons whose presence in the school or classroom would be detrimental to the physical or mental well-being of the pupils.
- Education Act, s. 305: provisions dealing with access to school premises.
- Ontario Regulation 474/00 as amended: governs access to school premises and specifies the classes of persons who are permitted on school premises.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Principals, Supervisory Officers, Community, The Board

Organizational Authority:

The Board

Definitions:

School Premises: All buildings and property owned or leased by the Renfrew County Catholic District School Board as well as all locations designated for the purpose of school-related activities including but not limited to buses for transportation to and from school, to and from athletic events and to and from field trips.

Regulations:

1. Access during School Hours:
   Unless authorized by the Principal or Board Superintendent, persons who are authorized to be on school premises are only authorized to be on school premises during the hours the school is open for instruction of pupils.

2. Access to Students / Access to Non Public Areas:
   Unless authorized by the Principal or Board Superintendent, persons who are authorized to be on school premises are not authorized to be in a classroom, any other location where students are present and in the non public areas of the school.

3. Visitor Protocol:
   All visitors to a school, who are not enrolled students in the school or Board employees, are required to report to the school office and sign in upon entering the school premises during the hours the school is open for instruction of pupils. On the sign in sheet visitors are required to record the purpose of their visit. Visitors who have not reported to the school office, recorded the purpose of their visit and signed in are not permitted to remain on school premises.

4. Board/School/Teacher Invitations to Parents to attend a School/Board Activity;
   Save and except for persons who have received a written notice not to be on school premises, persons who have received an invitation from the Board, a Principal, a Vice-Principal or a teacher to attend a school or a board activity are deemed to have authorization to be on school premises for the purpose of attending the said activity.

5. Community Use of Schools:
   Save and except for persons who have received a written notice not to be on school premises a person may be on school premises pursuant to an approved Community Use of School Facilities Permit in the area of the school designated on the Permit and for the purpose set out on the Permit.

6. Suspended and expelled students:
   A pupil who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended students. A pupil who is expelled is not considered to be engaged in school-related activities by virtue of participating in a program for expelled students.

7. Notice under section 305 (4) of the Education Act and the Trespass to Property Act:
   a) For the purposes of the Trespass to Property Act, the Principal and the Vice-Principal are occupiers for the school they have been appointed to.
   b) In situations where one person's presence is detrimental to the safety or well being of a another person on school premises, the Principal or the Vice-Principal may issue a verbal or written notice to the said person to leave the school premises.
   c) In situations where a person has not followed the visitor protocol or this Policy, the Principal or the Vice-Principal may issue a verbal or written notice to the said person to leave the school premises.
   d) In situations where a person is not conducting himself or herself in accordance with the Code of Conduct, the Principal or the Vice-Principal may issue a verbal or written notice to the said person to leave the school premises.

8. Refusal to Leave School Premises after Notice:
   In situation where a person refuses to leave the school premises after being given a verbal or written notice to do so, the Principal or his or her designate shall call the Police Services for assistance.

9. Principal Designate:
   In the absence of the Principal or Vice-Principal of a school the Principal designate can exercise the authority of the Principal under this Policy.

Legislation:

Education Act, s. 265 (1) (m)

It is the duty of a principal, in addition to the principal's duties as a teacher,

m) access to school or class – subject to an appeal to the Board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the Principal's opinion by detrimental to the physical or mental well-being of the pupils.

Education Act, s. 305

305.(1) The Minister may make regulations governing access to school premises, specifying classes of persons who are permitted to be on school premises and specifying the days and times at which different classes of persons are prohibited from being on school premises.

(2) No person shall enter or remain on school premises unless he or she is authorized by regulation to be there on that day or at that time.

(3) A person shall not enter or remain on school premises if he or she is prohibited under a board policy from being there on that day or at that time.

(4) The principal of a school may direct a person to leave the school premises if the principal believes that the person is prohibited by regulation or under a board policy from being there.

(5) Every person who contravenes subsection (2) is guilty of an offence.

Ontario Regulation 474/00:

1. This Regulation governs access to school premises under section 305 of the Act.

2. (1) Subject to any restrictions set out in this regulation, the following persons are permitted to be on school premises when the premises are being used for a purpose authorized by the board:
   1. A person enrolled as a pupil in the school.
   2. A parent or guardian of such a pupil.
   3. A person employed or retained by the board.
   4. A person who is otherwise on the premises for a lawful purpose.

(2) A person who is invited to attend an event, a class or a meeting on school premises is permitted to be on the premises for that purpose.

(3) A person who is invited onto school premises for a particular purpose by the principal, a vice-principal or another person authorized by board policy to do so is permitted to be on the premises for that purpose.

(4) Subsection (1), (2) or (3) does not entitle a person to have access to all areas of the school premises.

(5) Subsection (1) does not restrict the right of the board to lock the school premises when the premises are not being used for a purpose authorized by the board.

3. (1) A person is not permitted to remain on school premises if his or her presence is detrimental to the safety or well-being of a person on the premises, in the judgment of the principal, a vice-principal or another person authorized by the board to make such a determination.

(2) A person is not permitted to remain on school premises if a policy of the board requires the person to report his or her presence on the premises in a specified manner and the person fails to do so.

(3) Subsections (1) and (2) do not apply to a pupil enrolled in the school or to a pupil attending a program for suspended or expelled pupils that is located on the school premises.

Extracts from the Trespass to Property Act

1. (1) In this Act, "occupier" includes,
   a) a person who is in physical possession of premises, or
   b) a person who has responsibility for and control over the condition of premises or the activities there carried on, or control over persons allowed to enter the premises, even if there is more than one occupier of the same premises; ("occupant")

(2) A school board has all the rights and duties of an occupier in respect of its school sites as defined in the Education Act.

Trespass an offence

2. (1) Every person who is not acting under a right or authority conferred by law and who,
   a) without the express permission of the occupier, the proof of which rests on the defendant,
      i) enters on premises when entry is prohibited under this Act, or
      ii) engages in an activity on premises when the activity is prohibited under this Act; or
   b) does not leave the premises immediately after he or she is directed to do so by the occupier of the premises or a person authorized by the occupier, is guilty of an offence and on conviction is liable to a fine of not more than $2,000.

Method of giving notice

5. (1) A notice under this Act may be given,
   a) orally or in writing;
   b) by means of signs posted so that a sign is clearly visible in daylight under normal conditions from the approach to each ordinary point of access to the premises to which it applies; or
   c) by means of the marking system set out in section 7.

Arrest without warrant on premises

9. (1) A police officer, or the occupier of premises, or a person authorized by the occupier may arrest without warrant any person he or she believes on reasonable and probable grounds to be on the premises in contravention of section 2.

Related Information

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response
Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)
Appendix C: Incident Reporting Form
Appendix D: Suicide Prevention Protocol

Board Policies

POLICY: Safe Schools – Access to School Premises
POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol
POLICY: Safe Schools – Code of Conduct
POLICY: Safe Schools – Delegation of Authority
POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension (Grades 4-12)
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion (JK – Grade 3)
POLICY: Safe Schools – Pupil Expulsion (Grades 4-12)
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure
PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)
Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)
Suspension of Elementary School Pupils (Ontario Regulation 440/20)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)
Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)

POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Prevention Protocol

Rationale:

The Board's Vision Statement guides what we do in each subject area and dimension of school life. Rooted in the Gospel values expressed in the Catholic Graduate Expectations, our vision provides for a distinctive learning experience which honours the God-given dignity of each student entrusted to our educational care. This same vision encourages students to reach their fullest potential – spiritually, physically, intellectually, emotionally and socially – making a difference in the world as faith-filled community builders. Our Catholic faith calls us to love one another. Bullying, harassment and intimidation run counter to Christ's message of love and inclusion. As a Christian community we are called to treat one another with care and respect. Adapted from: Creating a Culture of Responsibility. Bishop Smith Catholic High School Anti-Bullying Policy, September 2007.

The (17-Oct-18) Ministry of Education Policy/Program Memorandum No. 144 requires school boards in Ontario to review and revise their policies on bullying prevention and intervention.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Other School Staff, Other Board Employees, Administrators, Mental Health Lead, Third Parties under Contract, the Community, the Board

Organizational Authority:

The Board

Regulations:

1. Policy Statements:

a) Bullying adversely affects a student's ability to learn.

b) Bullying adversely affects the school climate, including healthy relationships.

c) Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

2. Definitions:

a) General Definition

"bullying" means aggressive and typically repeated behaviour by a pupil where,

i) 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,
   - causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
   - creating a negative environment at a school for another individual, and

ii) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

b) Means:

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

c) Cyber-bullying:

For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

i) creating a web page or a blog in which the creator assumes the identity of another person;

ii) impersonating another person as the author of content or messages posted on the internet; and

iii) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals

3. Prevention and Awareness Raising:

In addition to and in support of current OECTA, OTF and school-based anti-bullying initiatives, the Board has established an Anti-Bullying Committee and a Safe Schools teacher position whose roles will include examining and recommending further development and implementation of board-wide bullying prevention and awareness strategies possibly including but not limited to:

- The ongoing teaching of social skills rooted in Gospel values;
- The role of age-appropriate assertiveness training;
- The use of restorative practices;
- Age-appropriate bystander training;

- The teaching of peer support skills to enable all students in a bystander role to discourage bullying;
- High visibility of supervisors;
- School-wide anti-bullying campaigns;
- Professional development for teaching and non-teaching staff;
- Bullying surveys;
- Open, frequent communication about bullying in the board and school community, such as in the board and school newsletters and in posters and other media used in the board's schools.

4. Programs, Interventions and Other Supports:

a) Each school's Safe Schools Team will review its procedures for responding to incidents of bullying, including but not limited to:

- facilitating a consistent and positive response from board staff based on principles of progressive discipline;
- enhancing the mechanisms through which pupils can safely report incidents of bullying;
- examining the role of and impact on bullies, victims and bystanders when an incident occurs;
- determining what supports will be used when an incident occurs (e.g. counseling, chaplain, SERT, Native Elder, police)
- facilitating a procedure to allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal.

b) All employees of the board must take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.

c) Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behavour that is likely to have a negative impact on the school climate. Such behaviours includes all inappropriate and disrespectful behavour at any time at school and at any school related event if, in the employee's opinion, it is safe to respond to it.

5. Reporting Serious Student Incidents to Principals:

a) Purpose:
The purpose of reporting serious student incidents 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.

b) Reporting Obligation of Board Employees:

i) Section 300.2 of the Education Act states that an employee of the board who becomes aware that a student at a school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

ii) In cases where an immediate action is required, a verbal report to the principal may be made. A written report must be made when it is safe to do so.

c) Reporting Obligations of Board Employees who are Regulated Health Professionals:
In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him- or herself or to others.

d) Reporting Obligations of Third Parties under Contract to the Board:

i) School bus drivers, providers of extended day and after school programs and other third parties who are under contract or agreement with the Board are required to report serious student incidents in writing to the principal of the school as soon as reasonably possible.

ii) The Board shall include or shall make arrangements to include such reporting requirements in their respective contracts with third parties.

e) Safe Schools Incident Reporting Form (Appendix C):
All reports, including those made to the principal verbally, must be confirmed in writing, using the Safe Schools – Appendix C - Incident Reporting Form – Part I (Schools & Students Policy Category). Where the principal is the sole witness to an incident, the principal is similarly required to use the above reporting form to confirm in writing what he or she witnessed. (Appendix C is available on the Board Web Page – Our Board – Policies and Procedures – Schools & Students).

6. Notifying Parents:

a) Notice to Parents of Students who have been Harmed by a Serious Student Incident:
Pursuant to section 300.3 of the Education Act principals shall notify parents of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the student;
- the nature of the harm (including physical, mental, emotional, and psychological) to the student;
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity;
- the supports that will be provided for the student in response to the harm that resulted from the activity.

b) Notice to Parents of Students who have engaged in a Serious Student Incident:
Pursuant to section 300.3 of the Education Act principals shall notify parents of students 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 (including physical, mental, emotional, and psychological) 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 or her engagement in the activity

When notifying parents of these incidents, the principal must invite parents to have a discussion with him or her about the supports that will be provided for their child.

c) Situations where the Principal shall NOT notify a Parent:

i) Pursuant to subsection 300.3 (3) of the Education Act, a principal shall NOT notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest.

ii) Under subsection 301 (5.5) of the Education Act, when principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they must, in accordance with Ontario Regulation 472/07, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision.

iii) Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision.

iv) In addition, principals should refer students to board resources or to a community-based service provider that can provide the appropriate type of confidential support when his or her parents are not called (e.g., counselling; a sexual assault centre; Kids Help Phone; Lesbian, Gay, Bisexual, Transgendered Youth Line18).

d) Reporting Child Abuse, Sexual Misconduct and Inappropriate Behaviour:
In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must call a Children's Aid Society according to the requirements of the Child and Family Services Act and Board Policies on Safe Schools - Reporting Child Abuse and Safe Schools - Reporting Sexual Misconduct and Inappropriate Behaviour. (These Policies and related documents are on the Board web page – Our Board – Policies and Procedures – Schools & Students).

7. Principal Investigation of Student Incidents:

a) Principal Obligation to Investigate Reports:
The principal must investigate all reports submitted by board employees, as outlined in subsection 300.2 (3) of the Education Act.

b) Principal Reporting Obligations

i) Occurrences Requiring a Police Response:
The Principal shall consult Safe Schools Appendix A – Occurrences Requiring a Police Response and shall follow the requirements of Appendix A in reporting such incidents to the police.

ii) Violent Incidents Requiring a Report to the Ministry of Education:
The Principal shall consult Safe Schools Appendix B – Reporting Violent Incidents to the MOE and shall follow the requirements of Appendix B in reporting such incidents.

c) Communication of Results of Investigation:

i) In all cases, the principal must provide the employee who reported the incident with written acknowledgement, using the Part II of Appendix C - Safe Schools Incident Reporting Form. Information that could identify the student(s) involved must not be part of the acknowledgement.

ii) Once the investigation is complete, the principal must communicate the results of the investigation to the teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility and is an important factor in meeting student needs and fostering collaboration in the school.

iii) The principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation, in accordance with subsection 300.2 (5) of the Education Act.

iv) This information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.

d) Retention of Report and Other Documents:

i) If no further action is taken by the principal, the principal shall retain the Report (Appendix C) and his or her reasons for not taking any further action in a confidential school file for at least one year.

ii) If the principal has decided that action must be taken as a result of a serious student incident, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who engaged in the activity and students who have been harmed – must be removed from the form before it is filed.

iii) Where the principal has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in the activity and students who have been harmed – must be removed from the form before it is filed.

iv) In the case of the student who has been harmed, no information about the incident must be placed in his or her OSR, unless that student's parents expressly request that it be placed in the OSR.

v) In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.

vi) The form and documentation must be kept in the OSR for a minimum of one year.

e) Violent /Non-Violent Incidents:
If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the 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; or
- five years, if the student was expelled for the violent incident.

8. Professional Development Strategies for Administrators, Teachers and Other School Staff:

a) The Board is required to establish and provide annual professional development programs to educate teachers and other school staff about bullying prevention and strategies for promoting a positive school climate, in accordance with subsection 170(1) of the Education Act.

b) The Board must put in place curriculum-linked training strategies on bullying prevention and intervention to give all administrators, teachers, and other school staff the resources and support they need. The strategies should include ways of responding to all forms of bullying.

c) The Board may also make resources available to other adults who have significant contact with students (e.g., school bus operators/drivers, volunteers).

d) The Board should also recognize the ongoing need to support training for new teachers.

9. Communications and Outreach Strategies:

a) To support a whole-school approach, the Board must actively communicate their policies and guidelines on bullying prevention and intervention to principals, teachers, and other school staff; students; parents; their Special Education Advisory Committee; school councils; and school bus operators and drivers.

b) The Board should also provide this information to its Parent Involvement Committees and other relevant groups.

10. Monitoring and Review Process:

The Board will monitor, review and evaluate on an ongoing basis its bullying prevention and intervention policies through mechanisms such as:

- surveys of school climate
- performance indicators
- consultation with the Safe Schools Steering Committee and Anti-Bullying Committee
- consultation with community stakeholders

11. School Level Plans on Bullying Prevention and Intervention:

All Board schools shall develop and implement school-wide bullying prevention and intervention plans as part of their School Improvement Plan. Components of these plans must include the following:

- the definition of *bullying*
- prevention strategies
- intervention strategies
- training strategies for members of the school community
- communication and outreach strategies
- monitoring and review processes

The school plans must be consistent with the policies in the Ministry of Education Policy and Program Memorandum No. 144 and with the Board Policy.

12. Safe School Teams:

Each school must have in place a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner, and the principal. The team must have a staff chair. An existing school committee (e.g., healthy schools committee) can assume this role.

13. Suicide Prevention Protocol:

As a Catholic faith Community we believe that every person who comes into the world is a unique gift of love from God. Each person is valuable to God and we are called to support one another. As educators we stand in 'loco parentis' during school hours and are in optimal position to detect students who are troubled or struggling. It is the purpose of this protocol to assist staff in recognizing and responding to students who present with suicidal ideation and to establish a clear path of referral and support. Every staff member has a role in detecting the risks of suicide and ensuring that appropriate assessment and intervention is taken.

See Appendix D for complete RCCDSB Suicide Prevention Protocol.

Related Information

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response
Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)
Appendix C: Incident Reporting Form
Appendix D: Suicide Prevention Protocol

Related Board Policies

POLICY: Safe Schools – Access to School Premises
POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol
POLICY: Safe Schools – Code of Conduct
POLICY: Safe Schools – Delegation of Authority
POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension (Grades 4-12)
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion (JK – Grade 3)
POLICY: Safe Schools – Pupil Expulsion (Grades 4-12)
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure
PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)
Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)
Suspension of Elementary School Pupils (Ontario Regulation 440/20)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)
Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)

POLICY: Safe Schools – Code of Conduct

I. Purpose of Policy

Catholic education's distinctiveness lies in its mandate to provide educational instruction in the light of the Catholic faith. As participants in the Church's evangelizing mission, we are bound to the "entire Law of the Gospel, [which] is contained in the 'new ***commandment' of Jesus, to love one another as he has loved us***." (John 15:12). We seek to make our schools places where Christ's new commandment of love is witnessed in ***conduct marked by reverence for the dignity of every student and staff member***.

Section 302 (1) of the Education Act requires each board to establish ***prescribed policies and guidelines with respect to the conduct of persons in Board schools***.

The ***(28-Apr-2024)*** Ministry of Education Policy/Program Memorandum No. 128 (PPM 128) sets out ***revisions*** to the ***prescribed Provincial Code of Conduct*** for boards to follow in their own Board Codes of Conduct.

II. Policy Statement

1. Provincial Code of Conduct – Purposes (PPM 128, pp. 2-3)

The purposes of the Provincial Code of Conduct are:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol and illegal drugs and except by a medical cannabis user, cannabis.
7. To prevent bullying in schools. (*Education Act,* s. 301 (2))

2. Provincial Code of Conduct – Application (PPM 128, p. 3)

The provincial Code of Conduct sets clear provincial standards of behaviour which apply to ***all individuals in the entire school community***:

- on school property,
- on school buses,
- at school-related events or activities,
- in other circumstances that could have an impact on the school climate,
- in a virtual learning environment.

Individuals in the entire school community include students, parents, school / board staff, school bus drivers, volunteers, community groups and other members of the broader school community.

3. Provincial Code of Conduct - Authority and Expectations (PPM 128, pp. 12-14)

a) School Principals:

It is expected that Principals:

- demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment,
- hold everyone under their authority accountable for their own 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 the standards of respect, civility and responsible citizenship.

b) Teachers and Other School Staff:

It is expected that teachers and other school staff:

- help students work to their full potential and develop their sense of self-worth,
- empower students to be positive leaders in their classroom, school, and community,
- communicate regularly and meaningfully with parents,
- maintain consistent and fair standards of behaviour for all students,
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community,
- prepare students for the full responsibilities of citizenship, in particular the skill of respectful communication, both in person and online,

- model the standards of respect, civility, and responsible citizenship. (This includes modeling appropriate use of personal mobile devices. ***Educators are NOT to use personal mobile devices*** during instructional time, unless explicitly for work-related purposes.)

c) *Students:*
It is expected that students:
- come to school prepared, on time, and ready to learn,
- show respect for themselves, and for others, and for those in positions of authority,
- refrain from bringing anything to school that may compromise the safety of others,
- follow the established rules and take responsibility for their own actions.

d) *Parents:*
It is expected that parents:
- are engaged in their child's schoolwork and progress,
- communicate regularly with the school,
- help their child be appropriately dressed and prepared for school,
- ensure that their child attends school regularly and on time,
- promptly report to the school their child's absence or late arrival,
- become familiar with the Provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's Code of Conduct,
- encourage and assist their child in following the rules of behaviour,
- assist school staff in dealing with disciplinary issues involving their child.

e) *Community Partners:*
Subject to applicable collective agreements, the Board should develop and enhance partnerships with members of the community and community-based service providers to assist with the ***delivery of prevention or intervention programs***.

f) *Police:*
The police play an essential role in making our schools and communities safer by ***investigating incidents*** in accordance with the protocol developed with the local school board and applicable legislation (2015, *Provincial Model for a Local Police/School Board Protocol*).

[Note: Safe Schools Appendix A – Occurrences Requiring a Police Response sets out incidents which School Board staff ***must or may report*** to the police for possible investigation and/or criminal charges.]

g) Other Individuals in the broader school community:
Other individuals:

- on school property,
- on school buses,
- at school-related events or activities,
- in other circumstances that could have an impact on the school climate, and
- in a virtual learning environment

shall ***respect and comply*** with the applicable sections of the Standards of Acceptable Behaviour in ***Appendix A - Board Code of Conduct***.

4. Provincial Code of Conduct – Standards of Acceptable Behaviour

(PPM 128, pp. 3-5)

a) Respect, Civility and Responsible Citizenship:
All members of the school community must:

- comply with all applicable federal, provincial, and municipal ***laws***,
- comply with all Ministry of Education, school board and school ***policies***,
- demonstrate ***honesty and integrity***,
- treat one another with ***dignity and respect***, both in person and online, especially when there is disagreement or difference,
- ***respect and treat others fairly***, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, 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,
- ***refrain from using abusive language*** or swearing at another person,
- respect the needs of others to work in an ***environment that is conducive to learning and teaching***,
- ***not use personal mobile devices*** during instructional time except under the following circumstances:
    - for educational purposes, as directed by an educator,
    - for health and medical purposes,
    - to support special education needs.

b) Safety

All members of the school community ***must not***:

- engage in ***bullying*** behaviours, including cyberbullying,
- commit ***sexual assault or sexual harassment***,
- traffic in ***weapons or illegal drugs***.
- commit ***robbery or theft***,
- be in possession of any ***weapon***, including firearms,
- ***threaten*** or intimidate another person,
- be in possession of ***alcohol, cannabis, and illegal drugs*** (unless the individual is a medical cannabis user),
    - ***for students***, this would also include being in possession of ***electronic cigarettes, tobacco and nicotine products***,
- ***use, or be under the influence*** of alcohol, cannabis (unless the individual is a medical cannabis user), tobacco, electronic cigarettes, illegal drugs or related products,
- ***provide others with*** alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products,
- inflict or encourage others to inflict ***bodily harm*** on another person,
- engage in hate propaganda and other forms of ***behaviour motivated by hate or bias***,
- commit an act of ***vandalism*** that causes damage:
    - to school property,
    - to property located on the premises of the school or
    - to the property of a member of the school community
- record, take or share ***non-consensual recordings or photos*** of members of the school community.

5. Board Code of Conduct - Appendix A (PPM 128, pp. 6 & 8)

a) Board Code of Conduct – Additional Standards:

The Board Code of Conduct incorporates the Provincial Code of Conduct Standards of Acceptable Behaviour with the following additional Standards which are linked to the relevant provincial standard.

Respect, Civility and Responsible Citizenship

- refrain from ***smoking / vaping*** **cannabis, *electronic cigarettes, tobacco and nicotine products*** in Board schools, school grounds, Board enclosed workplaces, Board vehicles and within 20 metres of public access to the above properties.

  (Provincial Standards: *respect and comply with all applicable federal, provincial and municipal laws including the Smoke-Free Ontario Act, 2017, s. 12 (1-2), s. 19)*

- comply with any Board and/or School dress code.
  (Provincial Standards: comply with all Ministry of Education, school board and school policies,

Safety

- sell or distribute ***legal drugs***,
  (Provincial Standards: *respect and comply with all applicable federal, provincial, and municipal laws;* comply with all Ministry of Education, school board and school *policies, respect the need of others to work in an environment that is conducive to learning and teaching*).
- be in possession of or be under the influence of ***legal drugs without a prescription*** for the said drugs; or in a manner or in an amount not prescribed,
  (Provincial Standards: *respect and comply with all applicable federal, provincial, and municipal laws;* comply with all Ministry of Education, school board and school *policies, respect the need of others to work in an environment that is conducive to learning and teaching*).
- ***disregard the direction*** of the teacher and/or the Principal / VP regarding the possession and administration of legal drugs pursuant to a prescription or a medical practitioner's advice.
  (Provincial Standards: *comply with all Ministry of Education, school board and school policies, respect the need of others to work in an environment that is conducive to learning and teaching*).

b) Board Code of Conduct – Third Party Use of Board School / Facility:
Third party agreements for the ***use of a school/facility*** operated by the Board shall include a requirement that the person or entity ***respects and complies with Appendix A - Board Code of Conduct.***

6. Enforcement of the Board Code of Conduct – Appendix B (PPM 128, pp. 6-9)

Appendix B sets out guidelines for the enforcement of the Board Code of Conduct.

7. Communication of Board Code of Conduct & Reporting of Breaches - Procedure A (PPM 128, p. 7-8)

Procedure A sets out a checklist for the communication of the Board Code of Conduct and for the reporting of breaches of the Board Code of Conduct.

8. School Signage (PPM 128, pp. 8)

The School Principal shall post the Ministry of Education prescribed Code of Conduct signage in the school entrances and other visible places,

9. Policy Development and Input from the School Community (PPM 128, pp. 11-12)

a) General School Community Input:
The Board shall provide draft Code of Conduct policy documents to the School Community and seek their input. The School Community includes students, teachers, principals, other staff of the board, volunteers working in the schools, parents of the students, school councils, and the public.

b) Specific Committee / Agency Input:
The Board shall provide draft Code of Conduct policy documents to and seek input from these specific Committees / Agencies: Parent Involvement Committee, Special Education Advisory Committee, Indigenous Education Advisory Council, social service agencies, mental health agencies and other appropriate community partners.

c) Review of Code of Conduct Policy Documents:
The Board shall review its Code of Conduct policy documents at least every three years.

III. Definitions

bullying means ***aggressive*** and typically ***repeated behaviour*** by a pupil where,

a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
   i) ***causing harm, fear or distress*** to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
   ii) ***creating a negative environment*** at a school for another individual, and

b) the behaviour occurs in a context where there is a ***real or perceived power imbalance*** between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation") (*Education Act*, s. 1(1))

Bullying includes the use of any physical, verbal, electronic, written or other means. (*Education Act*, s. 1.0.0.1)

cannabis is defined as any product containing, made or derived from the cannabis plant that is intended for human consumption whether smoked, heated, inhaled, dissolved or ingested. Common types of cannabis products include dried cannabis and concentrated cannabis products.

cyberbullying means bullying by electronic means including,

a) creating a web page or a blog in which the creator assumes the identity of another person,
b) impersonating another person as the author of content or messages posted on the internet, and
c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals. (*Education Act*, s. 1.0.0.2)

electronic cigarette means a vaporizer or inhalant-type device, whether called an electronic cigarette or any other name, that contains a power source and heating element designed to heat a substance and produce a vapour intended to be inhaled by the user of the device directly through the mouth, whether or not the vapour contains nicotine. (*Smoke Free Ontario Act, 2017*, s. 1)

A ***medical cannabis user*** means a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.

parent(s) refers to parent(s) and guardian(s) as used in the Education Act and it may also be taken to include caregivers or close family members who are responsible for raising the child.

personal mobile device means any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone, tablet, laptop or smart watch.

other school staff includes, but is not limited to, staff in areas such as social work, child and youth work, psychology, and psychological services; early childhood educators; educational assistants; attendance counsellors; and Indigenous education counsellors.

IV. Related Information

Procedures and Appendices for this Policy

PROCEDURE A: Communication & Reporting Checklist
APPENDIX A: Board Code of Conduct
APPENDIX B: Enforcement Guidelines

Related Board Policies (Schools & Students Policy Category)

Safe Schools APPENDIX A – Occurrences requiring Police Response
Safe Schools APPENDIX B – Reporting Violent Incidents to the MOE
Safe Schools APPENDIX C – Incident Reporting Form (use the Board's eBase system)
Safe Schools – Progressive Discipline (Student) POLICY
Safe Schools – Pupil Expulsion (JK – Grade 3) POLICY
Safe Schools – Pupil Expulsion (Grades 4-12) POLICY
Safe Schools – Pupil Suspension (Grades 4-12) POLICY

Related Board Policies (Human Resources Policy Category)

Cannabis, Drug & Alcohol-Free Workplace POLICY
Progressive Discipline (Employee) POLICY (Under Development)
Smoke Free Facilities POLICY

Legislation

Cannabis Act, SC 2018, C. 16
Education Act, RSO 1990, Chapter E.2.
Smoke-Free Ontario Act, 2017. SO 2017, Chapter 26, Schedule 3

Ministry of Education (MOE) Documents

(28-Apri-2024). Ministry of Education. *Policy/Program Memorandum 128 (Provincial and School Board Codes of Conduct).*

(25-Nov-2021). Ministry of Education. *Policy/Program Memorandum 144 (Bullying Prevention & Intervention).*

(17-Oct-2018). Ministry of Education. *Policy/Program Memorandum 145 (Progressive Discipline and Promoting Positive Student Behaviour).*

(2015). *Provincial Model for a Local Police/School Board Protocol*

PROCEDURE A: Communication & Reporting Guidelines

Procedure A sets out a Guidelines for:

- the communication of Appendix A - Board Code of Conduct and Appendix B – Enforcement Guidelines and
- the reporting of breaches of Appendix A - Board Code of Conduct.

NOTE: Appendix A – Board Code of Conduct / Appendix B - Enforcement Guidelines: see Board policy web page (Schools & Students Policy Category) and School web page.

1. Communication of the Appendix A - Board Code of Conduct & Appendix B – Enforcement Guidelines

☐ *Students:*

- Junior Kindergarten – Grade 3: reviewed by classroom teacher.
- Grades 4-6: included in Student Handbook, reviewed by classroom teacher.
- Grades 7-12: included in Student Handbook, reviewed by home room teacher.

☐ *Parents / Guardians:*

- September Notice: copies delivered / emailed.
- First Parent / Teacher Interview: copies provided.
- Parent Meeting re Student Discipline Issues: copies provided.

☐ *School / Board Staff:*

- September Orientation: reviewed during annual September orientation.
- Employee Handbook: included in Employee Handbook.

☐ *Volunteers (direct contact with students on a regular basis):*

- Signed Acknowledgement: Appendix A – Board Code of Conduct signed and acknowledged prior to start of volunteering.

☐ Community Use of Schools' Individual:

- Agreement Term: requirement that the person or entity respects and complies with Appendix A - Board Code of Conduct included in the Agreement.

☐ *Third Party Contractors:*

- Notice: copy provided.

☐ *School Visitors and Others*:

- Posted: posted by School Office.

2. Board Staff Report of Breach of the Board Code of Conduct

☐ *Student Breach*:

- Minor Breach: reminder of Appendix A – Board Code of Conduct and verbal request to stop unacceptable behaviour by Board employee present, possible report to teacher (classroom and/or home room).
- Repeated Breach / Major Breach: report on the Incident Reporting Form on the Board's eBase system when it is safe to do so, advise the School Principal for possible suspensions and expulsions activities.

☐ *Parent / Guardian Breach:*

- Minor Breach: reminder of Appendix A – Board Code of Conduct and verbal request to stop unacceptable behaviour by Board employee present, possible report to Principal or Vice-Principal.
- Repeated Breach / Major Breach: email with details to Principal or Vice-Principal.

☐ *School / Board Staff Breach*

- Minor Breach: reminder of Appendix A – Board Code of Conduct and verbal request to stop unacceptable behaviour by Supervisor, Principal, Vice-Principal, Manager or Superintendent.
- Repeated Breach / Major Breach: email with details to Superintendent.

☐ *Volunteers' (direct contact with students on a regular basis) Breach*:

- Minor Breach: reminder of Appendix A – Board Code of Conduct and verbal request to stop unacceptable behaviour by Board employee present, possible report to Principal or Vice-Principal.
- Repeated Breach / Major Breach: email with details to Principal, Vice-Principal or Superintendent.

☐ *Community Use of Schools' Persons' Breach*:

- Minor Breach: reminder of Appendix A – Board Code of Conduct and verbal request to stop unacceptable behaviour by Board employee present.
- Repeated Breach / Major Breach: email with details to Principal, Vice-Principal or Superintendent.

☐ *Third Party Contractors' Breach:*

- Minor Breach: reminder of Appendix A – Board Code of Conduct and verbal request to stop unacceptable behaviour by Board employee present.
- Repeated Breach / Major Breach: email with details to Principal, Vice-Principal, Manager or Superintendent.

☐ *School Visitors and Others:*

- Minor Breach: reminder of Appendix A – Board Code of Conduct and verbal request to stop unacceptable behaviour by Board employee present.
- Repeated Breach / Major Breach: email with details to Principal, Vice-Principal or Superintendent.

3. Parent Report of Breach of the Board Code of Conduct

☐ *Student Breach:*

- Minor Breach: report to teacher (classroom and/or home room).
- Repeated Breach / Major Breach: email with details to Principal or Vice-Principal.

☐ *Other Person Breach:*

- Minor Breach: report to Principal or Vice-Principal,
- Repeated Breach / Major Breach: email with details to Principal, Vice-Principal or Superintendent.

4. Other Person Report of Breach of the Board Code of Conduct

☐ *Student Breach:*

- Minor Breach: report to teacher (classroom and/or home room).
- Repeated Breach / Major Breach: email with details to Principal or Vice-Principal.

☐ *Other Person Breach:*

- Minor Breach: report to Principal or Vice-Principal,
- Repeated Breach / Major Breach: email with details to Principal, Vice-Principal or Superintendent.

APPENDIX A: Board Code of Conduct

The ***Board Code of Conduct*** incorporates the Provincial Code of Conduct Standards of Acceptable Behaviour with some additional Standards which are linked to the relevant Provincial Standards.

APPLICATION OF THE BOARD CODE OF CONDUCT

The Board Code of Conduct sets clear standards of behaviour which apply to ***all individuals in the entire school community***:

- on school property,
- on school buses,
- at school-related events or activities,
- in other circumstances that could have an impact on the school climate,
- in a virtual learning environment.

The ***school community*** includes students, parents, trustees, school / board staff, school bus drivers, volunteers, community groups and other members of the broader school community.

STANDARDS OF ACCEPTABLE BEHAVIOUR

Respect, Civility & Responsible Citizenship

All members of the school community must:

- comply with all applicable federal, provincial, and municipal ***laws***,
- comply with all Ministry of Education, school board and school ***policies***,
- demonstrate ***honesty and integrity***,
- treat one another with ***dignity and respect***, both in person and online, especially when there is disagreement or difference,
- ***respect and treat others fairly***, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, 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,
- ***refrain from using abusive language*** or swearing at another person,
- respect the needs of others to work in an ***environment that is conducive to learning and teaching***,
- ***not use personal mobile devices*** during instructional time except under the following circumstances:
    - for educational purposes, as directed by an educator,
    - for health and medical purposes,
    - to support special education needs.

Additional Board Code of Conduct Standards

- refrain from ***smoking / vaping*** **cannabis,** ***electronic cigarettes, tobacco and nicotine products*** in Board schools, school grounds, Board enclosed workplaces, Board vehicles and within 20 metres of public access to the above properties,
- comply with any Board and/or School dress code.

Safety

All members of the school community must NOT:

- engage in ***bullying*** behaviours, including cyberbullying,
- commit ***sexual assault or sexual harassment***,
- traffic in ***weapons or illegal drugs***.
- commit ***robbery or theft***,
- be in possession of any ***weapon***, including firearms,
- ***threaten*** or intimidate another person,
- be in possession of ***alcohol, cannabis, and illegal drugs*** (unless the individual is a medical cannabis user),
    - ***for students***, this would also include being in possession of ***electronic cigarettes, tobacco and nicotine products***,
- ***use, or be under the influence*** of alcohol, cannabis (unless the individual is a medical cannabis user), tobacco, electronic cigarettes, illegal drugs or related products,
- ***provide others with*** alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis and related products,
- inflict or encourage others to inflict ***bodily harm*** on another person,
- engage in hate propaganda and other forms of ***behaviour motivated by hate or bias***,
- commit an act of ***vandalism*** that causes damage to school property, property located on the premises of the school or the property of a member of the school community,
- record, take or share ***non-consensual recordings or photos*** of members of the school community.

Additional Board Code of Conduct Standards

- sell or distribute ***legal drugs***,
- be in possession of or be under the influence of ***legal drugs without a prescription*** for the said drugs; or in a manner or in an amount not prescribed,
- ***disregard the direction*** of the teacher and/or the Principal regarding the possession and administration of legal drugs pursuant to a prescription or a medical practitioner's advice.

CONSEQUENCES FOR BREACHES OF THE BOARD CODE OF CONDUCT

A summary of the consequences for breaches of the Board Code of Conduct by:

- students,
- Board employees,
- volunteers (with regular direct contact with students),
- community use of schools' persons
- contractors,
- school visitors and
- others

is set out in Appendix B – Enforcement Guidelines.

APPENDIX B: Enforcement Guidelines

The Board Code of Conduct is part of the Board's Safe Schools – Code of Conduct Policy documents and can be found in Appendix A. Appendix B sets out the consequences for breaches of the Board Code of Conduct.

CONSEQUENCES FOR BREACHES OF THE BOARD CODE OF CONDUCT

Students

☐ ***Minor Breach:***
- Board's Safe Schools - Progressive Discipline (Student) Appendix A –Checklist.
- possible parent notification.

☐ ***General Sanctions for Major Breach / Repeated Breach***
- parent notification,
- possible pupil suspension,
- possible mandatory suspension pending possible expulsion,
- Safe Schools Appendix A (Police Response Occurrence) – possible police report.
- Safe Schools Appendix B (Violent Incident) – possible MOE report.
- Safe Schools Appendix C (Incident Reporting Form) – use Board's eBase system.

☐ ***Major Breach (Tobacco, E-Cigarettes, Nicotine and Related Products (possession, use and provision)):***
- surrendered by or confiscated from student,
- items securely disposed of in the garbage,
- parent notification,
- pupil suspension,
- report to the Health Unit, possible charges/fines (*Smoke-Free Ontario Act, 2017*).

☐ ***Major Breach (Illegal Drugs, Cannabis and Related Products):***
- surrendered by or confiscated from student,
- illegal drugs / cannabis released to local police services,
- Safe Schools Appendix A (Police Response Occurrence) – police report.
- other items (pipes and related apparatus) securely disposed of in the garbage,
- Complete the Incident Reporting Form on the Board's eBase system and advise the School Principal for possible suspension or expulsion,

- parent notification,
- pupil suspension,
- possible mandatory suspension pending possible expulsion.

☐ ***Major Breach (Legal Drugs (inappropriate possession, use, distribution)):***

- surrendered by or confiscated from student,
- taken to local pharmacy for disposal,
- complete the Incident Reporting Form on the Board's eBase system and advise the School Principal for possible suspension or expulsion,
- parent notification,
- pupil suspension,
- possible mandatory suspension pending possible expulsion.

☐ ***Major Breach (Alcohol (possession, use, distribution)):***

- surrendered by or confiscated from student,
- securely disposed of in sink,
- complete the Incident Reporting Form on the Board's eBase system and advise the School Principal for possible suspension or expulsion,
- parent notification,
- pupil suspension,
- possible mandatory suspension pending possible expulsion.

☐ ***Major Breach (Confiscation of Personal Mobile Devices (prohibited use during instructional time unless teacher authorized)):***

Personal mobile devices must NOT be used during instructional time except:

- for ***educational purposes as directed*** by a teacher,
- for ***health and medical*** purposes,
- to support ***special education needs***.

Personal mobile devices are PROHIBITED in washrooms and change rooms.

Confiscations for prohibited use during instructional time include:

- *First Offence*: device handed over to teacher for balance of class,
- *Second Offence:* device handed over to teacher and sent to Principal's Office for return at the end of the school day,
- *Third Offence:* device handed over to teacher and sent to Principal's Office for return to student's parent / guardian at their earliest convenience.
- *Fourth Offence:* device handed over to teacher and sent to Principal's Office for return to student's parent / guardian at their earliest convenience, possible student discipline or further action.

Students refusing to surrender their personal mobile devices may be sent to the Principal's Office for further action / discipline.

Parents / Guardians

☐ ***Minor Breach***:

- verbal reminder of the Board Code of Conduct and request to stop unacceptable behaviour.

☐ ***Major Breach / Repeated Breach:***

- written reminder of Board Code of Conduct and of the consequences for continued breach from the Principal or Vice-Principal,
- possible refusal to admit to school by Principal (Education Act, s. 265 (m)),
- possible issuance of trespass notice by Principal or Superintendent.

Board Employees

☐ ***Minor Breach***:

- verbal or written reminder of the Board Code of Conduct and request to stop unacceptable behaviour by the employee's supervisor or Principal.
- consult ***Appendix A – Non-Disciplinary / Disciplinary Process*** in the Board's Progressive Discipline (Employee) Policy (Human Resources Policy Category) and any applicable collective agreement.

☐ ***Major Breach / Repeated Breach***:

- consult ***Appendix A – Non-Disciplinary / Disciplinary Process*** in the Board's Progressive Discipline (Employee) Policy (Human Resources Policy Category) and any applicable collective agreement.

Volunteers (direct regular student contact)

☐ ***Minor Breach***:

- verbal or written reminder of the Board Code of Conduct and request to stop unacceptable behaviour by the teacher or Principal.

☐ ***Major Breach / Repeated Breach***:

- termination of volunteer assignment,
- possible refusal to admit to school by Principal (Education Act, s. 265 (m)),
- issuance of trespass notice by Principal.

Community Use of Schools' Individual

☐ ***Minor Breach***:

- verbal / written reminder of the Board Code of Conduct and request to stop unacceptable behaviour by the Board employee present and/or the Principal or Vice-Principal.

☐ ***Major Breach / Repeated Breach***:

- termination of Community Use of Schools Agreement,
- possible refusal to admit to school by Principal (Education Act, s. 265 (m)),
- issuance of trespass notice by Principal.

Third Party Contractors

☐ ***Minor Breach***:

- verbal / written reminder of the Board Code of Conduct and request to stop unacceptable behaviour by the Board employee present and/or the Principal or Vice-Principal.

☐ ***Major Breach / Repeated Breach***:

- termination of contract and/or services.

School Visitors & Others

☐ ***Minor Breach:***

- verbal / written reminder of the Board Code of Conduct and request to stop unacceptable behaviour by the Board employee present and/or the Principal or Vice-Principal.

☐ ***Major Breach / Repeated Breach***:

- written reminder of Board Code of Conduct and of the consequences for continued breach from the Principal,
- possible refusal to admit to school by Principal (Education Act, s. 265 (m)),
- possible issuance of trespass notice by Principal or Superintendent.

POLICY: Safe Schools – Delegation of Authority

I. Purpose of Policy

Pursuant to section 300.1 of the Education Act and (5-Dec-12) Policy / Program Memorandum 145 (Progressive Discipline & Promoting Positive Student Behaviour) a Principal may delegate his or her authority under Part XIII (Behaviour, Discipline and Safety) of the Education Act.

Boards are required to have a policy on the delegation of this authority.

II. Policy Statement

1. Principal Delegation of Authority under the Education Act:

A principal of a school may delegate in writing any of his or her powers, duties or functions under Part XIII (Behaviour, Discipline and Safety) of the Education Act to:

a) a vice-principal of the school;
b) a teacher employed in the school;
c) a person appointed by a board under paragraph 5.1 of subsection 171 (1) to supervise persons in positions designated by the board as requiring an early childhood educator; and
d) a person appointed by a board under subsection 260 (2) to a position in an extended day program designated by the board as requiring an early childhood educator.

2. Delegation to a 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 and the authority to suspend a student for six or more school days.

3. Delegation to a Teacher:

a) The principal's authority under Part XIII of the Education Act may only be delegated in writing to a teacher in the absence of the principal and vice-principal, and must respect the terms of all applicable collective agreements.
b) Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. Any initial investigation must be undertaken according to board direction. The teacher must report all details of the initial investigation to the principal as soon as possible.
c) The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decisions or recommendations regarding expulsion of students.
d) A teacher may be delegated limited authority to contact the parents of a student who has been harmed as the result of a serious student incident and the parents of the student who has engaged in the activity. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
e) The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.
f) If the teacher is not sure whether he or she should call the parents, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

4. Delegation to an Early Childhood Educator:

a) The principal's authority under Part XIII of the Education Act may only be delegated in writing to early childhood educators (ECEs) working in board-operated extended-day programs and their supervisors, in the absence of the principal and vice-principal. The delegated authority is only exercised with respect to a student enrolled in an extended-day program in the school, and is only exercised during the time that the extended-day program is operated in the school. The delegation of authority must respect the terms of all applicable collective agreements.

b) ECEs working in board-operated extended-day programs, and their supervisors, may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. Any initial investigation must be undertaken according to board direction. The ECE or supervisor must report all details of the initial investigation to the principal as soon as possible.

c) The ECE or supervisor must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. ECEs working in board-operated extended-day programs, and their supervisors, may not be delegated authority regarding suspension decisions or recommendations regarding expulsion of students.

d) ECEs working in board-operated extended-day programs, and their supervisors, may be delegated limited authority to contact the parents of a student who has been harmed as the result of a serious student incident and the parents of the student who has engaged in the activity. The information provided to the parents by the ECE or supervisor must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

e) The ECE or supervisor must not be delegated the authority to discuss the nature of any disciplinary measures taken in response to the activity.

f) If the ECE or supervisor is not sure whether he or she should call the parents, he or she should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

III. Related Information

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response
Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)
Appendix C: Incident Reporting Form
Appendix D: Suicide Prevention Protocol

Board Policies

POLICY: Safe Schools – Access to School Premises
POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol
POLICY: Safe Schools – Code of Conduct
POLICY: Safe Schools – Delegation of Authority
POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension (Grades 4-12)
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion (JK – Grade 3)
POLICY: Safe Schools – Pupil Expulsion (Grades 4-12)
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure
PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)
Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)
Suspension of Elementary School Pupils (Ontario Regulation 440/20)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)
Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)

POLICY: Safe Schools - Progressive Discipline (Student)

I. Purpose of Policy

The Catholic school is *directed at creating a synthesis between faith, culture and life*.[1] Our schools and staff are called to guide students toward this synthesis daily. With compassion and firmness, ***we strive to provide a kind of discipline which fosters each student's integral development as a whole person, while ensuring the safety and freedom of all members of the educational community***. Discipline is oriented toward helping young persons in our schools to become more faithful disciples of Christ and contributing citizens of society.

The updated (17-Oct-18) Ministry of Education Policy/Program Memorandum No. 145 (Progressive discipline and promoting positive student behaviour) requires school boards to review and revise their policies on progressive discipline.

[1] Congregation for Catholic Education (of Seminaries and Educational Institutions). (8-Sep-2007). *Educating Together in Catholic Schools. A Shared Mission Between Consecrated Persons and the Lay Faithful*, 2007. No. 3.

II. Policy Statement

1. Guiding Principles

a) The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential.

b) All inappropriate student behaviour, including bullying, must be addressed.

c) Responses to behaviours that are contrary to the board's code of conduct must be developmentally appropriate.

d) Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.

e) The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.

f) Information in the student's IEP, safety and/or behavioural plan must be considered in the determination of interventions, supports, and consequences for students with special education needs.

g) The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07 (Behaviour, Discipline and Safety of Pupils).

2. Prevention ad Awareness Raising

a) Knowledge and Understanding:

i) To promote a positive school climate, the Board must provide opportunities for all members of the school community to increase their knowledge and understanding of such issues as bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use.

ii) Teachers will use Ontario's curriculum to develop an understanding of these topics and the skills to make safe and healthy choices.

iii) The Board will continue to provide special education programs and services for students with special education needs in a caring, safe, and inclusive environment.

b) Anonymous School Climate Surveys:

i) As part of the monitoring and evaluation of their policies, the Board must conduct anonymous school climate surveys of students, staff, and guardians/parents at least once every two years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.

ii) The Board is required to inform guardians/parents that these surveys are voluntary and that they can choose not to have their child participate. The Board shall not collect any name or any identifying number, symbol, or other particular assigned to a person, in accordance with subsection 169.1(2.2) of the Education Act. The Board should consult with their legal counsel and freedom of information coordinators to ensure that they are fulfilling their legal responsibilities.

iii) The Board must also require their schools to share school climate survey results with their safe and accepting schools teams and build strategies into their school improvement plans to improve the school climate regarding issues identified through their climate surveys.

3. Responding to Incidents

a) Purpose:

The purpose of responding to incidents that can have a negative impact on school climate (i.e., inappropriate and disrespectful behaviour) is to stop, correct and educate the behaviour immediately so that the students involved can learn that it is unacceptable. *Behaviour that is not addressed becomes accepted behaviour*.

b) Board Employees:

Board employees who work directly with students – including administrators, teachers, and other school staff – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.

c) Response Strategies:

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and asking the student to correct the behaviour (e.g., to acknowledge the impact of a hurtful comment and/or to rephrase such a comment). By responding in this way, board employees immediately address inappropriate student behaviour that may have a negative impact on the school climate. When Board employees are aware that an incident involves a student with special education needs, they are expected to respond in a way that takes into account information in the student's IEP, safety plan and/or behaviour plan.

d) Reporting Incidents When Not Safe to Respond to Them:

i) Ontario Regulation 472/07 specifies that Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person. However, Board employees must report serious student incidents on the Incident Reporting Form on the Board's eBase system and advise the School Principal.

ii) For other incidents, where suspension or expulsion would not be considered but Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, Board employees would not be required to respond if it would mean putting themselves or a student in an unsafe situation.

iii) In cases where an immediate action is required, a verbal report to the principal may be made. A report on the Incident Reporting Form on the Board's eBase system must be made when it is safe to do so.

4. Disclosure of Student Information

a) Given their obligation to respond to serious student incidents and all inappropriate and disrespectful student behaviour that is likely to have a negative impact on the school climate, Board employees (including occasional employees) who work directly with students may need to know, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented as part of progressive discipline in the student's Ontario Student Record (OSR).

b) Principals are only permitted to share information documented in the OSR with Board employees who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, principals may share only the necessary information pertaining to behaviour that may present risk of physical harm.

c) When disclosing student information to Board employees, the Principal shall inform them that student information is confidential and shall refer them to Information (Student) – Collection, Use & Disclosure policy documents on the Board web site under the Schools & Students Policy category.

d) When notifying a parent or guardian of a pupil under Section 7 (Parent Notification), the principal shall not disclose the name of or any other identifying or personal information about a pupil who engaged in the activity that resulted in the harm, except in so far as is necessary to comply with provisions for notifying guardians/parents.

5. Support for Students

a) The Board must provide supports for all students who are affected by serious student incidents and all inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success.

b) Supports may be provided by employees of the Board, through Board programs and resource personnel, or through Board approved community-based service providers, including social service agencies and mental health services.

c) In responding to any incident, Board employees who work directly with students must act in a timely, sensitive, and supportive manner. They are expected to support students – including those who disclose or report incidents and those who wish to discuss issues of healthy relationships, gender identity, and sexuality – by providing them with contact information about professional supports (e.g., public health units, Board approved community-based service providers, Help Phone lines).

d) The Board shall develop procedures to support students who have been harmed or students who have engaged in serious student incidents. These procedures must outline what schools are required to do to support these students, including the development of specific plans to protect students who have been harmed. If guardians/parents are not satisfied with the supports that their children receive, they shall follow the levels of communication (teacher, principal, superintendent, director) set out in the ***flow chart*** for the Board communications with parents and guardians Protocol. (See the parent dropdown menu on the Board's website).

6. Reporting Serious Incidents to the Principal

a) Purpose:
The purpose of reporting serious student incidents 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.

b) Reporting Obligation of Board Employees:

i) Section 300.2 of the Education Act states that an employee of the board who becomes aware that a student at a school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

ii) In cases where an immediate action is required, a verbal report to the principal may be made. A report on the Incident Reporting Form on the Board's eBase system must be made when it is safe to do so.

c) Reporting Obligations of Third Parties under Contract to the Board:

i) School bus drivers, providers of extended day and after school programs and other third parties who are under contract or agreement with the Board are required to report serious student incidents in writing to the principal of the school as soon as reasonably possible.

ii) The Board shall include or shall make arrangements to include such reporting requirements in their respective contracts with third parties.

d) Safe Schools Incident Reporting Form (Appendix C):
All reports, including those made to the principal verbally, must be confirmed on an Incident Reporting Form on the Board's eBase system. Where the principal is the sole witness to an incident, the principal is similarly required to use the above reporting form to confirm what they witnessed.

7. Parent Notification

a) Notice to Guardians/Parents of Students who have been Harmed by a Serious Student Incident:
Pursuant to section 300.3 of the Education Act principals shall notify guardians/parents of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the student;
- the nature of the harm (including physical, mental, emotional, and psychological) to the student;
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity; and
- the supports that will be provided for the student in response to the harm that resulted from the activity.

b) Notice to Guardians/Parents of Students who have engaged in a Serious Student Incident:
Pursuant to section 300.3 of the Education Act principals shall notify guardians/parents 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 (including physical, mental, emotional, and psychological) 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 their engagement in the activity

When notifying guardians/parents of these incidents, the principal must invite guardians/parents to have a discussion with him or her about the supports that will be provided for their child.

c) Situations where the Principal shall NOT notify a Guardian/Parent:

i) Pursuant to subsection 300.3 (3) of the Education Act, a principal shall NOT notify a guardian/parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest.

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ii) Under subsection 301 (5.5) of the Education Act, when principals have decided not to notify the guardians/parents that their child was involved in a serious student incident, as described above, they must, in accordance with Ontario Regulation 472/07, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision.

iii) Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision.

iv) In addition, principals should refer students to board resources or to a Board approved community-based service provider that can provide the appropriate type of confidential support when their guardians/parents are not called (e.g., counselling; a sexual assault centre; Kids Help Phone; Lesbian, Gay, Bisexual, Transgendered Youth Line).

d) Reporting Child Abuse, Sexual Misconduct and Inappropriate Behaviour:
In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must call the Child & Family Services of Renfrew County according to the requirements of the Child, Youth and Family Services Act, 2017 and Board Policies on Safe Schools - Reporting Child Abuse & Criminal Offences. (Board web page – Our Board – Policies and Procedures – Schools & Students).

8. School Transfers related to School Safety

a) General:
In cases where students are being transferred to another school to preserve school safety, the Board is required to coordinate a "transfer meeting" between the school from which the student is being transferred and the receiving school. In cases where the transfer is necessary to protect a student, it is preferable that the student who has been harmed not be moved. The purpose of the transfer meeting is to put in place a transition strategy to identify any additional supports and resources that the student may require (e.g., supports provided by school-based employees of the board, by board personnel, or through a Board approved community-based service provider, including mental health services).

b) School Transfer Meeting:
The meeting may include the teachers and other school staff that will have regular direct contact with the student. The student that is being moved and their guardians/parents should also be invited to the transfer meeting. Schools must make reasonable efforts to accommodate parent participation at this meeting. The transfer meeting must occur prior to the day or on the day the student is transferred. When the meeting occurs on the day the student is transferred, it must occur before the student attends class. The

receiving school must also be in possession of the student's OSR prior to the occurrence of the transfer meeting, and the OSR must be available to be consulted at the meeting.

c) *Student Information is Confidential:*
When disclosing student information to Board employees including disclosures during a transfer meeting the Principal shall inform the board employees that student information is confidential and shall refer them to the Information (Student) – Collection, Use & Disclosure policy documents on the Board web site (Board web page – Our Board – Policies and Procedures – Schools & Students Policy Category).

9. Principal Investigation of Reports of Student Incidents

a) *Principal Obligation to Investigate Reports:*
The principal must investigate all reports submitted by board employees, as outlined in subsection 300.2 (3) of the Education Act.

b) *Principal Reporting Obligations*
   i) Occurrences Requiring a Police Response:
   The Principal shall consult Safe Schools Appendix A – Occurrences Requiring a Police Response and shall follow the requirements of Appendix A in reporting such incidents to the police.
   ii) Violent Incidents Requiring a Report to the Ministry of Education:
   The Principal shall consult Safe Schools Appendix B – Reporting Violent Incidents to the MOE and shall follow the requirements of Appendix B in reporting such incidents.

c) *Communication of Results of Investigation:*
   i) In all cases, the principal must provide the employee who reported the incident with written acknowledgement, using the Part II of Appendix C - Safe Schools Incident Reporting Form. Information that could identify the student(s) involved must not be part of the acknowledgement.
   ii) Once the investigation is complete, the principal must communicate the results of the investigation to the teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility and is an important factor in meeting student needs and fostering collaboration in the school.
   iii) The principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation, in accordance with subsection 300.2 (5) of the Education Act.

iv) This information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.

d) Retention of Report and Other Documents:

i) If no further action is taken by the principal/vice principal, the principal/ vice principal shall electronically file the Report (Appendix C) and their reasons for not taking any further action in a confidential school file for at least one year.

ii) If the principal/vice principal, has decided that action must be taken because of a serious student incident, they will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who engaged in the activity and students who have been harmed – must be removed from the form before it is filed.

iii) Where the principal has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in the activity and students who have been harmed – must be removed from the form before it is filed.

iv) In the case of the student who has been harmed, no information about the incident must be placed in their OSR, unless that student's guardians/parents expressly request that it be placed in the OSR.

v) In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.

vi) The form and documentation must be kept in the OSR for a minimum of one year.

e) Violent /Non-Violent Incidents

If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the 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; or
- five years, if the student was expelled for the violent incident.

10. Building Partnerships

a) *Statement from For Love of Learning: Report of the Royal Commission on Learning, 1994:*
… one of our key conclusions is that the entire community must share with its schools the responsibility for raising our children, and for their overall development. During our hearings, we were reminded repeatedly of a saying, apparently African, that it takes an entire village to raise a child. We've come to believe that not only is this notion true, but it's also indispensable if schools in the future are to do their jobs properly. And that future has already begun. (p. 10)

b) *Guidelines for Building Partnerships:*
The Board and its schools will continue to engage in Board approved community-based partnerships in the interests of serving the needs of pupils. To facilitate the building of partnerships, the board will:

- direct schools to work with Board approved community-based service providers, mental health agencies, or other organizations that have professional expertise in the areas of bullying, discrimination, violence, and harassment to provide appropriate support to students, guardians/parents, and teachers, and other school staff in addressing these issues;
- on the Board's staff intranet maintain an up-to-date contact list of Board approved community-based service providers that have professional expertise in these areas, making the list available to staff and students of every school;
- ensure that all publicly funded schools work in partnership with, and provide access to, public health units in order to support implementation of the Ontario curriculum together with mandated public health policies.

The Board will, wherever possible, collaborate to provide coordinated prevention and intervention programs and services and, where possible, share effective practices.

c) *Educational Partnerships Policy and related documents (Schools & Students Category):*
All community based partnerships will comply with the above Board Policy and related documents.

11. Implementation Strategy

a) *Purpose:*
Early and ongoing intervention strategies will prevent unsafe or inappropriate behaviours in a school and in school related activities.

b) School Level Programs:

i) All Board schools shall implement a school-wide progressive discipline plan that is consistent with this policy.

ii) All Board schools shall provide opportunities for students to improve the school climate through assuming leadership roles (e.g., peer mediation, mentorship).

c) Special Needs Students:

For students with special education needs, interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in their IEP, safety plan and/or behaviour plan.

12. Progressive Discipline Appendix A - Checklist

Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.

Appendix A sets out a checklist of interventions/supports and disciplinary actions to consider for inappropriate student behaviours and serious student incidents.

13. Professional Development Strategies for Administrators, Teachers and Other School Staff

a) The Board is required to establish and provide annual professional development programs to educate teachers and other school staff about the prevention of inappropriate behaviour and strategies for promoting a positive school climate, in accordance with subsection 170 (1) of the Education Act.

b) Training should include opportunities for teachers to explore curriculum connections related to bullying prevention, social and emotional skills (e.g., interpersonal skills, personal-management skills), and critical and creative thinking skills to help students develop healthy relationships.

c) The Board must put in place a strategy on the Board's progressive discipline policy for all administrators, teachers, and other school staff. The strategy must include ways of responding to serious student incidents, including inappropriate sexual behaviour.

d) To further support students, the Board should work with the Child & Family Services of Renfrew County to develop and implement annual training for board staff concerning their duty to report under the Child, Youth and Family Services Act, 2017.

e) The Board should make sure that members of the school community are aware of the board's policy on progressive discipline, including students, guardians/parents, school secretaries, custodians, volunteers, Board approved community-based service providers, school bus operators and drivers, early childhood educators, and employees and contractors of third-party operators of before- and/or after-school programs supporting the Full-Day Kindergarten program on the school site.

f) The training should address the fact that creating and sustaining a safe, inclusive, and accepting learning environment through appropriate interactions between all members of the school community is the responsibility of the whole school community.

g) The Board should support ongoing training for teachers, administrators, and other school staff through such opportunities as new-teacher induction programs and e-learning.

h) Professional development programs for administrators, teachers and other school staff shall be implemented in accordance with the process approved by the Board.

14. Communications Strategy for the School Community

a) For a progressive discipline approach to be effective, it is important that all members of the school community, including teachers, other school staff, students, and guardians/parents, understand and support the progressive discipline approach.

b) To support a whole-school approach, the Board must actively communicate policies and guidelines to all students, guardians/parents, staff members, their Special Education Advisory Committee and school council members. The Board should also provide this information to their Indigenous Education Advisory Council, Parent Involvement Committees and other relevant groups.

c) Where necessary, the Board should make reasonable efforts to ensure that this information is made available to guardians/parents whose first language is a language other than English or French.

15. Monitoring and Review Process

a) The Board should continue to monitor, review, and evaluate the effectiveness of board policies and guidelines, using indicators established in consultation with teachers, other school staff, students, guardians/parents, school councils, their Special Education Advisory Committee, Indigenous Education Advisory Council, and Board approved community-based service providers. The Board may also consult with their Parent Involvement Committees.

b) The Board will also conduct a cyclical review of their policies and guidelines in a timely manner.

c) In evaluating and monitoring safe school policies and programs, the Board must direct schools to address serious student incidents, as well as other inappropriate behaviour (including inappropriate sexual behaviour), in their school improvement plans.

d) The Board must also direct schools to evaluate the effectiveness of their safe schools policies and programs through the use of school climate surveys of students, guardians/parents, and staff, which must be undertaken every two years at a minimum.

III. Related Information

Appendix for this Policy

Appendix A: Checklist

Appendices for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response
Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)
Appendix C: Incident Reporting Form (report through the Board's eBase system)
Appendix D: Suicide Prevention Protocol

Related Board Policies

POLICY: Safe Schools – Access to School Premises
POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol
POLICY: Safe Schools – Code of Conduct
POLICY: Safe Schools – Delegation of Authority
POLICY: Safe Schools – Pupil Suspension (Grades 4-12)
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion (JK – Grade 3)
POLICY: Safe Schools – Pupil Expulsion (Grades 4-12)
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Schools & Students Category)

POLICY: Information (Student) – Collection, Use and Disclosure

Legislation [see Ontario Government web site: e-laws]

Education Act, RSO 1990, Chapter E.2

- Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety),
- ss. 306 - 309 (Pupil Suspension),
- ss. 310 – 316 (Suspension leading to Expulsion)

Access to School Premises (Ontario Regulation 474/00)

Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)

Suspension of Elementary School Pupils (Ontario Regulation 440/20)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)

Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)

Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)

Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)

Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)

Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)

Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)

APPENDIX A: Checklist

We strive to provide a kind of discipline which fosters each student's integral development as a whole person, while ensuring the safety and freedom of all members of the educational community.

Appendix A sets out a checklist of ***interventions and disciplinary actions*** to consider for inappropriate student behaviour and serious student incidents.

[NOTE: ***Consult*** the Individual Education Plan (IEP), safety and/or behavioural plan of any special needs student for consistency with the implementing any interventions and supports.]

INTERVENTIONS AND SUPPORTS

Minor / Isolated Inappropriate Behaviour

Possible teacher intervention strategies and supports:

- ☐ Communicate classroom expectations that align with Board / School Codes of Conduct,
- ☐ Reminder of student expectations,
- ☐ Teaching problem-solving approaches and teacher redirection,
- ☐ Quiet area to work in class,
- ☐ Verbal reminder / reprimand,
- ☐ Meeting / conference with student,
- ☐ Reward / monitoring system for desired behaviour,
- ☐ Time out in class (student is removed from the class activities and placed in a spot in the room to have a moment alone to cool off),
- ☐ Documentation of the student's history,
- ☐ Removal of classroom privileges,
- ☐ Loss of recess or other privileges,
- ☐ Teacher assigned detention,
- ☐ Classroom teacher phone call to parent/guardian.

Repeated Minor / More Serious Inappropriate Behaviour

Possible teacher intervention strategies and supports:

- ☐ Teacher assigned detention,
- ☐ Classroom teacher phone call to parent/guardian.
- ☐ Behaviour contract between student and teacher,
- ☐ Reward / monitoring system for desired behaviour,
- ☐ Written reflection by student with possibly signature of parent / guardian,
- ☐ Principal, vice-principal, guidance counsellor or social worker will meet with teacher and student and student's parent/guardian to review Code of Conduct expectations together with initiating a program of support,
- ☐ Supervised withdrawal from playground and/or classroom,
- ☐ Referral to a school counsellor,
- ☐ Referral to the Special Education Resource Teacher,
- ☐ Principal/vice-principal phone call to parent / guardian,
- ☐ Letter to parents from principal/vice-principal,
- ☐ Student Success Team meeting,
- ☐ Consultation with First Nation Elders,
- ☐ Mediation with affected parties,
- ☐ Loss of bussing privileges where applicable,
- ☐ Student success plan (ideally involves parent/guardian),
- ☐ Documentation of student history may take the form of a more in-depth history with regular updates (i.e., weekly),
- ☐ Referral to Board approved community agency and/or family physician,
- ☐ Principal/vice-principal assigned detention.

DISCIPLINARY ACTIONS

Serious Student Incidents – Pupil Suspension (Grades 4-12)

[NOTE: A Principal SHALL NOT suspend a (JK-Grade 3) pupil.]

Possible Principal disciplinary actions for Grades 4-12 students:

☐ Consult Regulation 3 of the Board's Safe Schools – Pupil Suspension (Grades 4-12) Policy for activities which may lead to a possible suspension under the Education Act and/or under Board Policy.

☐ Consider the mitigating and other factors in Regulation 2 of the Board Safe Schools – Pupil Suspension (Grades 4-12) Policy before suspending a student.

☐ Follow the requirements of the Board's Safe Schools – Pupil Suspension (Grades 4-12) Policy, if you suspend the student.

☐ Check the Safe Schools Appendix A – Occurrences requiring a Police Response to determine if a police report is mandatory / discretionary and make the appropriate report.

☐ Check the Safe Schools Appendix B – Reporting Violent Incidents to the MOE to determine if the serious student incident is a violent incident requiring a mandatory MOE report and make the required report.

☐ Complete the Incident Reporting Form on the Board's eBase system, if applicable.

Serious Student Incidents – Mandatory Suspension pending Expulsion

[Note: A Principal SHALL suspend a (JK-Grade 3) pupil only after the Principal Investigation.]

Possible Principal disciplinary actions:

☐ JK – Grade 3 Students: following a Principal investigation, consult Regulation 4 of the Board's Safe Schools – Pupil Expulsion (Grades JK – Grade 3) Policy for activities requiring a mandatory suspension pending expulsion under the Education Act and/or under Board Policy.

☐ JK – Grade 3 Students: consider the mitigating and other factors in Regulation 2 of the Board Safe Schools – Pupil Expulsion (JK – Grade 3) Policy to determine how long to suspend the student and whether to make an expulsion recommendation to the relevant Board Committee.

☐ Grades 4 - 12 Students: consult Regulation 3 of the Board's Safe Schools – Pupil Expulsion (Grade 4 - 12) Policy for activities requiring a mandatory suspension pending expulsion under the Education Act and/or under Board Policy.

APPENDIX A: Checklist

- ☐ Grades 4 - 12 Students: consider the mitigating and other factors in Regulation 2 of the Board Safe Schools – Pupil Expulsion (Grade 4-12) Policy to determine how long to suspend the student and whether to make an expulsion recommendation to the relevant Board Committee.
- ☐ Follow the requirements of the relevant Board's Safe Schools – Pupil Expulsion Policy.
- ☐ Check the Safe Schools Appendix A – Occurrences requiring a Police Response to determine if a police report is mandatory / discretionary and make the appropriate report.
- ☐ Check the Safe Schools Appendix B – Reporting Violent Incidents to the MOE to determine if the serious student incident is a violent incident requiring a mandatory MOE report and make the required report.
- ☐ Complete the Incident Reporting Form on the Board's eBase system, if applicable.

POLICY: Safe Schools – Pupil Exclusion

I. Purpose of Policy

The Renfrew County Catholic District School Board believes that an effective learning environment must be safe for students, staff, and parents. In some cases, the School Principal may need to prevent individuals from accessing the school or classes to:

- ensure a safe environment,
- promote a positive school climate, and
- allow for development of appropriate instruction and support for students.

II. Policy Statement

1. Ministry of Education Expectations

The School Principal is responsible for meeting the Ontario Ministry of Education expectations that the school will:

- be safe, inclusive, and accepting of all pupils and
- have a positive school climate.

2. Statutory Duty to Exclude (Education Act, s. 265 (1) (m))

The School Principal has a statutory duty, subject to an appeal to the Board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils.

3. Mitigating Factors

The Principal shall take into account the following mitigating factors in considering whether to exclude a pupil and in considering how long the exclusion should be:

a) the pupil does not have the ability to control his or her behaviour;

b) the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or

c) the pupil's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

4. Alternative Learning

When a Principal excludes a pupil, the Principal shall offer an alternative learning program, if possible.

5. Pupil Discipline Matters

The School Principal shall follow the Pupil Suspension and/or the Pupil Expulsion Policies for matters of pupil discipline.

6. Pupil Exclusion Appeal Procedure and Appendices

The Pupil Exclusion Appeal Procedure and its Appendices set out the general process and information for a pupil exclusion appeal.

II. Related Information

Procedures and Appendices for this Policy

PROCEDURE A: Pupil Exclusion Appeal
APPENDIX A: General Guidelines for an In-Person Hearing
APPENDIX B: General Guidelines for an Electronic Hearing

Legislation

Education Act

PROCEDURE A: Safe Schools - Pupil Exclusion Appeal

Overview

This Procedure sets out the general process and information for a pupil exclusion appeal.

General Procedure and Information

1. APPEAL RIGHTS AND INFORMATION

1.1 Parties Entitled to Appeal:

The following persons may appeal, to the Board, a Principal's decision to exclude a pupil:

a) the pupil's parent or guardian, unless
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control
b) the pupil, if
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control;
c) if a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

1.2 School Board Contact:

a) The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of receiving notices of intention to appeal.
b) A person who has given notice of intention to appeal may contact the current Superintendent of Education to discuss any matter respecting the appeal.

1.3 Notice of Appeal Timeline:

A person who is entitled to appeal an exclusion must give written notice of his or her intention to appeal to the current Superintendent of Education within ten (10) school days of the commencement of the exclusion. The written notice must set out the grounds or reasons why the exclusion is being appealed.

1.4 Status of Exclusion pending Appeal:
A Notice of Intention to appeal does not stay the running of the exclusion.

2. GENERAL APPEAL PROCEDURE:

2.1 Parties
The parties to the appeal are:

a) the principal who excluded the pupil;
b) the pupil, if
    i) the pupil is at least 18 years old or
    ii) the pupil is 16 or 17 years old and has withdrawn from parental control
c) the pupil's parent or guardian, if the pupil's parent or guardian appealed the decision; and
d) if a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

2.2 Pupil Right to Attend:
A pupil who is not a party to the appeal under the above subsection has the right to be present at the appeal and to make a statement on his or her own behalf.

2.3 Hearing Committee
The Board will appoint three trustees to serve as members of the Hearing Committee. If any of the appointed trustees are unable to hear the appeal, the Chair of the School Board or his or her designate may appoint replacement trustees.

2.4 Confirmation of Notice of Intent to Appeal:
After receiving a notice of intention to appeal, the Board shall promptly contact every person entitled to appeal and inform him or her that it has received the notice of intention to appeal.

2.5 Notice of Appeal Hearing:
The Notice of Appeal Hearing shall be sent to every person entitled to appeal and shall state:

a) the date, time and place of the Appeal Hearing;
b) the purpose of the Appeal Hearing;
c) the Appeal Hearing is being held pursuant to the Education Act and the Statutory Powers Procedure Act;
d) if a party does not attend the Appeal Hearing, the Hearing Committee may proceed in their absence and determine the outcome of the appeal without further notice of the proceeding;
e) each party and his or her representative (lawyer or agent) are entitled to attend the Appeal Hearing.

2.6 Hearing Timeline:

The Board shall hear and determine the appeal within twenty (20) school days of receiving notice of intent to appeal, unless the parties agree on a later deadline, and shall not refuse to deal with the appeal on the ground that there is a deficiency in the notice of appeal.

2.7 Documents:

A copy of all documents which are given to the Hearing Committee shall be given to every person entitled to appeal.

2.8 Hearing Closed to Public:

a) Information relating to the education of an individual is personal information under sections 2 (1) and 32 of the Municipal Freedom of Information and Protection of Privacy Act and there are restrictions on its disclosure.
b) Section 207 (2) (b) of the Education Act gives the Board the authority to close a Committee proceedings to the public, if the subject under consideration involves the disclosure of personal information about an employee, student, parent or guardian.
c) Therefore, the Appeal Hearing will be closed to the public.

2.9 Conduct of the Hearing:

a) Hearings shall be conducted in accordance with the relevant provisions of the Education Act and the Regulations made under it, any applicable Ministry of Education Policy and Program Memoranda, the relevant provisions of the Statutory Powers Procedures Act and Board Policy.
b) General guidelines for the conduct of the Hearing are set out in Appendices A and B.

2.10 Powers of the Hearing Committee:

The Hearing Committee shall have the power to:

a) confirm the exclusion and its duration;
b) confirm the exclusion, but shorten its duration, even if the exclusion that is under appeal has already been served, and order that the record of the exclusion be amended accordingly; or
c) quash the exclusion and order that the record of the exclusion be expunged, even if the exclusion that is under appeal has already been served.

The decision of the Hearing Committee on an appeal is final.

2.11 Additional Powers of the Hearing Committee under the Statutory Powers Procedure Act:

The Hearing Committee has additional powers pursuant to the Statutory Powers Procedure Act. Some of these additional powers have been identified below. The Hearing Committee has the power to:

a) waive any procedural requirements that apply to the proceeding with the consent of the Parties (s. 4);

b) direct the Chair of the Hearing Committee to assign one person or two persons to hear the Appeal with the consent of the Parties (s. 4.2.1 (2));
c) prior to the hearing, direct any of the Parties to disclose to the other Parties any documents they will be introducing at the hearing, any witness statements and/or any reports of expert witnesses (s. 5.4);
d) require the attendance of any person, including a Party, by summons, to give evidence on oath or affirmation at a hearing and to produce in evidence at the hearing any documents specified by the summons (s. 12); and
e) make interim decisions and orders (s. 16.1).

2.12 Notice of Decision:

The Hearing Committee's written decision including reasons shall be sent by registered mail to every person entitled to appeal.

3. SETTLEMENT MEETING:

3.1 Board Contact:

The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of conducting any settlement meetings prior to the commencement of the Appeal Hearing by the Board Hearing Committee.

3.2 Settlement Meeting:

a) If possible, prior to the commencement of the Appeal Hearing by the Board Hearing Committee, the current Superintendent of Education shall convene a settlement meeting with the principal and the person or persons appealing (the Parties) and their representatives.
b) The purpose of the above meeting is to hear the positions and interests of the Parties to the appeal and to attempt to reach a settlement of any or all of the issues in dispute and/or an agreement on any matters which may expedite the hearing.
c) The communications of the Parties in this settlement process is privileged and shall not be released to the Hearing Committee.
d) If the current Superintendent of Education conducts a settlement meeting, the said Superintendent shall not be called as a witness at the Hearing and the Superintendent shall not be involved as an advisor for one or other of the Parties to the Hearing.
e) If the Parties to the appeal reach agreement on all of the issues or some of the issues in dispute, the Parties shall sign a binding memorandum of settlement setting out their agreement. This memorandum of settlement shall be released to the Hearing Committee.
f) If all of the issues in dispute have not been settled, the remaining issues in dispute will be dealt with by the Hearing Committee.

3.3 Powers of the Superintendent of Education:

Prior to the commencement of the Appeal Hearing by the Board Hearing Committee, the current Superintendent of Education shall have the power to:

a) make a decision that the pupil not be excluded;
b) make a decision on alternatives to exclusion, including alternative educational arrangements for the pupil;
c) confirm the exclusion and the duration;
d) confirm the exclusion, but shorten its duration, even if the exclusion that is under appeal has already been served, and order that the record of the exclusion be amended accordingly; or
e) quash the exclusion and order that the record of the exclusion be expunged, even if the exclusion that is under appeal has already been served.

APPENDIX A: In-Person Hearing Guidelines

1. **Appearance Sheet:**
   Each Party, his or her representative and his or her witnesses shall print and sign his or her name and identify the reason for his or her presence (Parent, Pupil, Principal, Superintendent, Representative of Parent/Pupil/Principal, Witness for Parent/Pupil/Principal).

2. **Call to Order:**
   The Chair of the Hearing Committee shall call the meeting to order.

3. **Introduction of Hearing Committee, the Parties, their Representatives and Others:**
   The Chair of the Hearing Committee shall introduce the Hearing Committee and its legal representative, if he or she is present. The Secretary to the Committee shall read out the names of others present and the reason for their presence from the Appearance Sheet.

4. **Preliminary Matters:**
   The Chair shall ask the Parties if there are any preliminary matters to be dealt with.

5. **Procedure for Exclusion of Witnesses:**
   On request by a Party, the Chair may make an order to exclude witnesses from the hearing until it is their turn to testify. Parties to the Hearing, their representative and the pupil will not be excluded under an order to exclude witnesses.

6. **General Procedure:**
   a) Principal Case:
      Presentation of case by the Principal or their representative, and other witnesses.
   b) Parent/Student Case:
      Presentation of the case by student / parent or their representative and other witnesses.
   c) Submissions from the Principal or their representative:
      Summary of case and arguments.
   d) Submissions from the student, parent or their representative:
      Summary of case and arguments.

e) Further submissions from the Principal or their representative:
Reply to address any NEW matters in the student, parent or representative submission.

f) Hearing Committee Deliberations:
The Parties, their representatives and witnesses shall leave the hearing room. The Hearing Committee will deliberate and make its decision.

7. Documentary Evidence:

Each document introduced into evidence shall be consecutively numbered and a copy shall be provided for the other Party, the Secretary to the Hearing and each member of the Hearing Committee.

8. Witness Evidence:

a) Call witness into hearing room.

b) Swear witness.

c) Examination in Chief:
Party who called witness asks the witness a series of general questions to give the witness an opportunity to tell the Hearing Committee any information the witness has knowledge of which is relevant to the case. Generally, a Party who calls a person as a witness is not allowed to ask a leading question, a question which indicates the desired answer.

d) Cross-Examination:
The other party to the hearing has the right to test the evidence presented by the first party's witnesses by asking them questions including leading questions.

e) Reply:
After cross-examination the party calling the witness has the right to re-examine the witness to address any NEW matters which occurred in the cross-examination

f) Questions from the Hearing Committee:
On occasion members of the Hearing Committee may address questions to the witness usually on the completion of either the examination in chief or the cross-examination.

9. Swearing a Witness:

Could you please state your name.

I will be asking you to take an oath to tell the truth in these proceedings. Do you understand that after taking an oath or making a solemn affirmation you will have a moral obligation to tell the truth.

If you object to taking an oath on the Bible from conscientious scruples, or on the ground of your religious belief, or on the ground that the taking of an oath would have no binding effect on your conscience, you may make a solemn affirmation to tell the truth.

Do you wish to take an oath on the Bible to tell the truth or do you wish to make a solemn affirmation to tell the truth.

OATH ON THE BIBLE
Please take the Bible in your right hand.

Do you swear that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth, so help you God.

SOLEMN AFFIRMATION TO TELL THE TRUTH
Do you understand that a solemn affirmation is of the same force and effect as an oath on the Bible.

Do you make a solemn affirmation that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth,

APPENDIX B: Electronic Hearing Guidelines

PRE-HEARING

1. Video Conferencing Application.
The Hearing will be conducted using a video conferencing application.

2. Appearance Sheet Information (required three (3) school days prior to hearing):
Each Party, his or her representative and his or her witnesses shall provide the following information

- Name and status (principal, superintendent, parent, pupil, representative, witness),
- Email Address,
- Phone number.

3. Documents (required three (3) school days prior to hearing):
Each Party shall email a PDF or MS Word copy of the documents they wish to introduce to the relevant Superintendent.

4. Pre-Hearing Information Package
Each Party and their representative shall receive an information package with the Appearance Sheet and the documents (consecutively numbered) each party wishes to introduce.

HEARING

5. Video Conferencing Email Invitation:
Each Party, representative and witness shall receive an email invitation to the hearing. The hearing information will include the meeting ID and a passcode. We suggest writing down this information for your reference.

6. Hearings are Confidential
Hearings deal with confidential student, parent, and staff information. Therefore, recordings, photos or screen shots of hearings are prohibited. Only parties, their representatives, and witnesses (when called) should be participating or viewing the hearing.

7. Parties, representatives, and witnesses shall:

- sign in 10 minutes prior to the scheduled hearing start,
- ensure that the video conferencing application lists their correct name,
- be admitted to the video conference waiting room prior to being admitted to the main hearing room.

8. **Introduction of Hearing Committee, the Parties, their Representatives and Others:**
The Chair of the Hearing Committee shall introduce the Hearing Committee and its legal representative, if he or she is participating. The Secretary to the Committee shall read out the names of others participating and the reason for their participation from the Appearance Sheet.

9. **Procedure for Exclusion of Witnesses:**
On request by a Party, the Chair may make an order to exclude witnesses from the hearing until it is their turn to testify. These individuals will be placed in a video conference waiting room until it is time to testify. Parties to the Hearing, their representatives and the pupil will not be excluded under an order to exclude witnesses.

10. **Preliminary Matters:**
The Chair shall ask the Parties if there are any preliminary matters to be dealt with.

11. **General Procedure:**

a) Principal Case:
Presentation of case by the Principal or their representative, and other witnesses.

b) Parent/Student Case:
Presentation of the case by the student, parent or their representative and other witnesses.

c) Submissions from the Principal or their representative:
Summary of case and arguments.

d) Submissions from the student, parent, or their representative:
Summary of case and arguments.

e) Further submissions from the Principal or their representative:
Reply to address any NEW matters in the student, parent, or representative submission.

f) Hearing Committee Deliberations:
The Parties, their representatives and their witnesses will be disconnected. The Hearing Committee will deliberate and make its decision.

12. Witness Evidence:

a) Admit witness from the video conferencing waiting room.

b) Swear witness.

c) Examination in Chief:
Party who called witness asks the witness a series of general questions to give the witness an opportunity to tell the Hearing Committee any information the witness has knowledge of which is relevant to the case. Generally, a Party who calls a person as a witness is not allowed to ask a leading question, a question which indicates the desired answer.

d) Cross-Examination:
The other party to the hearing has the right to test the evidence presented by the first party's witnesses by asking them questions including leading questions.

e) Reply:
After cross-examination the party calling the witness has the right to re-examine the witness to address any NEW matters which occurred in the cross-examination

f) Questions from the Hearing Committee:
On occasion members of the Hearing Committee may address questions to the witness usually on the completion of either the examination in chief and cross-examination.

13. Swearing a Witness:

Could you please state your name.

I will be asking you to take an oath to tell the truth in these proceedings. Do you understand that after taking an oath or making a solemn affirmation you will have a moral obligation to tell the truth.

If you object to taking an oath on the Bible from conscientious scruples, or on the ground of your religious belief, or on the ground that the taking of an oath would have no binding effect on your conscience, you may make a solemn affirmation to tell the truth.

Do you wish to take an oath on the Bible to tell the truth or do you wish to make a solemn affirmation to tell the truth.

OATH ON THE BIBLE
Please take the Bible in your right hand.

Do you swear that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth, so help you God.

SOLEMN AFFIRMATION TO TELL THE TRUTH

Do you understand that a solemn affirmation is of the same force and effect as an oath on the Bible.

Do you make a solemn affirmation that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth.

POLICY: Safe Schools –Pupil Expulsion (JK – Grade 3)

Rationale

The Board respects the right of every student to a safe school environment which upholds their dignity as children of God. Our call to nurture each individual pupil's spiritual and academic needs can only be carried out in an setting which respects the right of all students, parents, teachers and staff to be safe, and to feel safe, in their school community (as per The Provincial Code of Conduct). As educators for citizenship within formation for Christian discipleship, we are committed to:

- carrying out our responsibility to be law-abiding citizens;
- being accountable for actions that put at risk the safety of others or oneself;
- exercising this responsibility and accountability as faith-filled community builders.

It is the policy of the Board that the conduct of students within our school communities is expected to be modelled after Christ and Catholic values. Conduct falling below that standard requires appropriate discipline which may include suspension and expulsion from school

The Board believes in providing a safe school environment characterized by the pursuit of life-long learning and the nurturing of each individual pupil's spiritual and academic needs. The Provincial Code of Conduct states that all students, parents, teachers and staff have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

To assist in maintaining safe schools the Education Act requires that serious infractions of school conduct may lead to the expulsion of the pupil from school.

Personnel Affected by Policy:

Pupils (JK – Grade 3), Parents, Teachers, Principals, Supervisory Officers, The Board,

Organizational Authority:

The Board

Regulations:

1. Statements from Ministry of Education Policy Program Memoranda:

1.1 Policy/Program Memorandum No. 128 (The Provincial Code of Conduct):

a) A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. … (p. 1)

b) All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. To foster a positive school climate that supports student achievement and well-being, school boards should focus on prevention and early intervention strategies to address inappropriate behaviour. (p. 2)

1.2 Policy/Program Memorandum No. 145 (Progressive Discipline):

a) Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

b) In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

c) For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths and needs, as well as program goals and learning expectations documented in their Individual Education Plan (IEP). (p. 3)

1.3 Policy/Program Memorandum No. 141 (School Board Programs for Students on Long-Term Suspension):

… boards must offer at least one program for students who are on long-term suspension. In the written notice of suspension, parents must be notified of the board program to which the student on long-term suspension has been assigned. (p. 2)

A Student Action Plan (SAP) must be developed for every student on a long-term suspension who makes a commitment to attend the board program for suspended students. (p. 3)

1.4 Policy/Program Memorandum No. 142 (School Board Programs for Expelled Students):

a) A student may be expelled either from his or her school only or from all schools of the board. If a student is expelled from his or her school only, he or she must be assigned to another school of the board.

b) If a student is expelled from all schools of the board, he or she must be assigned to a board program for expelled students. The student and/or his or her parent(s) must notify the principal verbally or in writing that the student is committed to attending the program. Once the principal has received this notification, development of the SAP must begin immediately.

c) In the notice of expulsion, parents must be provided with information on either the new school or the board program to which the expelled student has been assigned.

d) Where an expelled student who is transferred to another school requires additional support and resources, boards should make appropriate support available and/or facilitate the student's referral to community agencies. (p. 3)

2. Mitigating Factors and Other Factors (Ontario Regulation 472/07, ss. 2 and 3):

2.1 Application of Mitigating Factors and Other Factors:

a) The Principal shall take into account the mitigating factors and the other factors in considering how long to suspend a pupil pending a possible expulsion.

b) The Principal shall take into account the mitigating factors and the other factors in considering whether to recommend to the Board that a pupil be expelled.

2.2 Mitigating Factors:

The Principal shall take the following mitigating factors into account:

a) the pupil does not have the ability to control his or her behaviour;
b) the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or
c) the pupil's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

2.3 Other Factors:

The Principal shall take the following factors into account, if the said factors would mitigate the seriousness of the activity for which the pupil may be expelled:

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

3. Principal's Investigation (Education Act, s. 311.1; Ontario Regulation 440/20, s. 1 (2))

3.1 Where a Principal is considering a mandatory suspension for activities set out in section 4.1 (Mandatory Suspension under the Education Act) or for activities set out in section 4.2 (Mandatory Suspension under Board Policy) for a (JK – Grade 3) pupil, the Principal shall ***FIRST*** conduct an investigation to determine whether to:

a) suspend the (JK – Grade 3) pupil and / or
b) recommend to the Board that the (JK – Grade 3) pupil be expelled.

3.2 As part of the Principal's Investigation the Principal shall make all reasonable efforts to speak with the following persons:

a) the (JK – Grade 3) pupil;
b) the (JK – Grade 3) pupil's parent or guardian of the suspension within 24 hours of the suspension,
c) any other person whom the Principal has reason to believe may have relevant information.

3.3 The following persons may be present during witness interviews.

a) The witness being interviewed shall be present.
b) The witness may have one adult person for support or as a representative during the interview. For student witnesses who are minors the normal adult person will probably be the student's parent or guardian. The said adult person should not be a potential witness.
c) The Principal may have an adult person present as a resource. The said adult person should not be a potential witness.

3.4 The date, time and place of the of each witness interview and the persons present should be recorded. Information from witnesses should be recorded and the witness asked to check the written record for accuracy and completeness.

3.5 In considering whether to:

a) suspend the (JK – Grade 3) pupil and / or
b) recommend to the Board that the (JK – Grade 3) pupil be expelled,

the Principal shall take into account the mitigating factors and other factors set out earlier.

4. Mandatory Suspension following a Principal's Investigation

4.1 Activities Requiring a Mandatory Suspension under the Education Act, s. 310 and Ontario Regulation 440/20, s. 1 (2) & (3)

A Principal SHALL suspend a (JK - Grade 3) pupil, if the Principal ***finds following an investigation*** that the (JK - Grade 3) pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

a) possessing a weapon, including possessing a firearm;
b) using a weapon to cause or to threaten bodily harm to another person;
c) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
d) committing sexual assault;
e) trafficking in weapons or in illegal drugs;
f) committing robbery;
g) giving alcohol or cannabis to a minor;
h) bullying, if the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
i) Any activities for which a suspension must be considered under Section 3.1 of the Board's Pupil Suspension Policy 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.

j) Any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a pupil.

4.2 Activities Requiring a Mandatory Suspension under Board Policy:

A Principal SHALL suspend a (JK - Grade 3) pupil, if the Principal ***finds following an investigation*** that the (JK - Grade 3) pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

a) criminal harassment;
b) relationship violence;
c) hate and/or bias motivated occurrences;
d) gang related occurrences;
e) extortion;
f) non-consensual sharing of intimate images;
g) bomb threats;
h) a pattern of behaviour so refractory that the pupil's presence is injurious to the effective learning of others;
i) repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have proven ineffective;
j) trafficking in legal drugs including cannabis;
k) a course of serious harassment of another person;
l) a course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications;

Criminal harassment, relationship violence, hate and/or bias motivated occurrences, gang related occurrences, extortion, and non-consensual sharing of intimate images are defined in the Definitions section of this Policy.

4.3 A mandatory suspension shall be a suspension from the pupil's school and from engaging in all school-related activities.

4.4 A mandatory suspension shall be for a duration of no more than twenty (20) school days. In considering how long the suspension should be the Principal shall take into account the mitigating factors and other factors.

4.5 The Principal shall consult with his or her Superintendent prior to making the decision to impose a mandatory suspension and shall keep his or her Superintendent informed during the process.

5. Assignment to a Program (Education Act, s. 310 (4) & PPM No. 141):

5.1 Homework Package:

When a Principal suspends a pupil for five (5) days or less, arrangements shall be made to provide the pupil with access to a homework package to help ensure that the pupil does not fall behind in his or her school work.

5.2 Assignment to Program:

When a Principal suspends a pupil for six (6) or more days, the Principal shall assign the pupil to a program for suspended students.

5.3 Discipline and Safety Requirements:

Prior to entry into a program for suspended pupils, each suspended pupil, if applicable, and the pupil's parent or guardian in the case of pupils under the age of eighteen shall sign a written Agreement agreeing to attend the program for suspended pupils and agreeing to be bound by the discipline and safety requirements.

5.4 Student Action Plan (SAP):

A Student Action Plan (SAP) shall be developed for every pupil who has been assigned to a program for suspended pupils provided the necessary written commitment to attend the program and to be bound by the discipline and safety requirements has been obtained.

5.5 Planning Meeting:

The Principal shall hold a planning meeting in accordance with the relevant provisions of PPM #141 for holding such planning meetings. A precondition for the said planning meeting is the obtaining of the necessary written commitment to attend the program and to be bound by the discipline and safety rules.

5.6 Status of Suspended Pupil:

A pupil who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended students.

6. Notice of Suspension, if Expulsion Not Recommended (Education Act, s. 311):

6.1 A Principal who suspends a pupil under section 310 of the Education Act shall:

a) inform the pupil's teacher of the suspension; and
b) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed.

6.2 A Principal who suspends a pupil shall ensure that written notice of the suspension is given promptly to the following persons:

a) the pupil and
b) the pupil's parent or guardian.

6.3 A copy of the notice of suspension shall be filed in the pupil's OSR Folder.

6.4 The written notice shall include:

a) the reason for the suspension;
b) the duration of the suspension;
c) provide information about any program for suspended students to which the pupil is assigned;
d) provide information about the investigation the Principal has conducted to determine whether to suspend the pupil;
e) A statement that the pupil will not be subject to an expulsion hearing for the activity that resulted in the suspension.
f) Information about the right to appeal the suspension under Section 7 including,
    i) a copy of the board policies and guidelines governing the appeal established by the board under subsection and
    ii) the name and contact information of the current Superintendent of Education to whom notice of the appeal must be given.

6.5 For incidents set out in Appendix A, the Principal may request police involvement or response (See Appendix A, s. 2). For incidents set out in Appendix B, the Principal shall report the violent incident to the Ministry of Education. (Appendices A and B are set out at the beginning of the Safe Schools Policy Section.)

6.6 Where circumstances warrant, the Principal shall complete and file a Violent Incident Report in the pupil's OSR Folder as set out in Appendix C which is set out at the beginning of the Safe Schools Policy Section.

7. Suspension Appeals, if Expulsion Not Recommended (Education Act, ss. 309, 311.2):

7.1 The following persons may appeal, to the Board, a Principal's decision to suspend a pupil:

a) The pupil's parent or guardian.
b) In the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

7.2 The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of receiving notices of intention to appeal a suspension.

7.3 A person who is entitled to appeal a suspension must give written notice of his or her intention to appeal to current Superintendent of Education within 5 school days of the date on which he or she is considered to have received the Notice of Information on Suspension.

7.4 A person is considered to have received the Notice of Information of Suspension in accordance with the following rules:

a) If the Notice is sent by mail or another method in which an original document is sent, the Notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.
b) If the Notice is sent by fax or another method of electronic transmission, the Notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.

7.5 Board Policy shall govern an appeal of a decision to suspend a pupil.

8. Expulsion Recommended and Principal's Report (Education Act, s. 311.1 (7-10)):

8.1 If, on concluding the investigation, the principal decides to recommend to the board that the pupil be expelled, he or she shall prepare a report that contains the following:

a) A summary of the principal's findings.
b) The principal's recommendation as to whether the pupil should be expelled from his or her school only or from all schools of the board.
c) The principal's recommendation as to,
    i) the type of school that might benefit the pupil, if the pupil is expelled from his or her school only, or
    ii) the type of program for expelled pupils that might benefit the pupil, if the pupil is expelled from all schools of the board.

8.2 The Principal shall promptly provide a copy of the report to the Board and to the following persons:

a) the pupil, if applicable and
b) the pupil's parent or guardian.

8.3 Information on Expulsion:

In situations where a Principal has recommended that the Board expel a pupil, the written information on the expulsion shall include:

a) A statement that the pupil will be subject to an expulsion hearing for the activity that resulted in the suspension.
b) A copy of the board policies and guidelines governing the expulsion hearing established by the board.
c) A statement that the person has the right to respond, in writing, to the principal's report provided under this section.
d) Detailed information about the procedures and possible outcomes of the expulsion hearing, including, but not limited to, information explaining that,
    i) if the board does not expel the pupil, it will, with respect to the suspension imposed, confirm the suspension, shorten its duration or withdraw it,

ii) the parties will have the right to make submissions during the expulsion hearing as to whether, if the pupil is not expelled, the suspension imposed should be confirmed, reduced or withdrawn,

iii) any decision of the board with respect to the suspension imposed made at the expulsion hearing is final and not subject to appeal,

iv) if the board expels the pupil from his or her school only, the board will assign the pupil to another school, and

v) if the board expels the pupil from all schools of the board, the board will assign the pupil to a program for expelled pupils.

e) The name and contact information of the current Superintendent of Education whom the person may contact to discuss any matter respecting the expulsion hearing.

8.4 Notice of Information on Expulsion:

A Principal who recommends that the Board expel a pupil shall ensure that written notice containing the information set out in section 8.3 above is given promptly to the following persons:

a) the pupil, if appplicable and

b) the pupil's parent or guardian.

8.5 The pupil or the pupil's parent or guardian may respond, in writing, to the Principal and the Board.

9. Re-entry Meetings, if applicable:

In conjunction with the pupil's suspension the Principal may arrange for such re-entry meeting(s) as are required with the pupil, the pupil's Teacher and such other resource persons as required. The pupil's parent or guardian will be encouraged to attend such meetings.

10. Appraisal of Suspensions:

If the pupil is suspended for the maximum period allowed or is suspended more than once during a school year, the Board shall ensure that a Guidance Counsellor or other appropriate Board resource person:

a) reviews the circumstances of the suspension or suspensions, as the case may be; and

b) where appropriate, informs the pupil and the pupil's parent or guardian of services that are available from the Board or elsewhere in the community to assist the pupil.

11. Record of Suspension:

11.1 Information relating to pupil suspension for violent behaviour shall not be removed from the suspended pupil's OSR Folder unless three consecutive years have passed during which no further suspensions for violent incidents have taken place.

11.2 Information relating to student suspensions for conduct which did not involve violent behaviour shall be retained in the suspended pupil's OSR Folder for at least one school year.

11.3 At the end of each school year the Principal in consultation with the appropriate Superintendent shall review each suspension relating to conduct which did not involve violent behaviour which took place over one (1) year ago and make a determination whether the record of the suspension should be expunged or retained.

11.4 Information relating to pupil suspension for conduct which did not involve violent behaviour shall be removed from the suspended pupil's OSR Folder, if three (3) consecutive years have passed during which no further suspensions have taken place.

Definitions

Criminal harassment occurs when:

- a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person's family; and
- the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.

Extortion is the use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.

Gang related occurrences are Incidents involving a group, consisting of three or more persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

Hate-and/or bias motivated Incidents (e.g., involving statements, words, gestures) are motivated by hatred occurrences or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are wilfully intended to promote or incite bias or hatred against such a group.

Non-consensual sharing of intimate images is knowingly publishing, distributing, transmitting, selling, making available, or advertising intimate images an intimate image of another person while knowing that the person depicted in the image did not give their consent, or being reckless as to whether the person gave their consent. The term 'intimate image' refers to a visual recording such as a photograph, film or video recording of a person in which the person is nude or engaged in explicit sexual activity and which was created in circumstances that gave rise to a reasonable expectation of privacy.

Possession of drugs is having a controlled substance (e.g. drug or narcotic, as set out in the Controlled Drugs and Substance Act) in one's personal possession or possessing it jointly with others, including knowingly possessing an illegal drug elsewhere.

Relationship-based violence is any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship. The behaviour or action can be physical, sexual, or emotional, and it may be comprised of a single act of violence, regardless of the level of physical injury or it may be comprised of a number of acts forming a pattern of abuse through the use of assaultive and/or controlling behaviour.

Robbery is the use of violence or threats of violence to steal money or other property from a victim.

Sexual Assault is any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used but instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

A ***Threat*** is any statement, act, or communication, by any means, including electronic means, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out.

Trafficking is assisting in any manner with the distribution of a controlled drug or substance, as set out in the Controlled Drugs and Substances Act or assisting with the distribution of weapons.

A ***Weapon*** is any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

Related Information

Procedures / Information for this Policy

Appendix: Expelled Pupil Program

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response
Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)
Appendix C: Incident Reporting Form
Appendix D: Suicide Prevention Protocol
[Appendices A-D are set out at the beginning of the Safe Schools Policy Section.]

Related Board Policies

POLICY: Safe Schools – Access to School Premises
POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol
POLICY: Safe Schools – Code of Conduct
POLICY: Safe Schools – Delegation of Authority
POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension (Grades 4-12)
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion (JK - Grade 3)
POLICY: Safe Schools – Pupil Expulsion (Grades 4-12)
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure
PROCEDURE A: Information (Personal) – Student Information
APPENDIX A - Explanation Related to Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)
Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)
Suspension of Elementary School Pupils (Ontario Regulation 440/20)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)

Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)

Other Relevant Information

(June 2015) Local Police and School Board Protocol.

Appendix: Expelled Pupil Program

Program Discipline & Safety Rules

Legislation and Court Decisions

1. *Education Act*, s. 265 (1) (a):
   It is the duty of a principal of a school to maintain proper order and discipline in the school.

2. *Myers v. Peel County (Board of Education)* (1981), 123 D.L.R. (3d) 1 (Supreme Court of Canada):
   The standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible is that of the careful and prudent parent.

3. *Occupational Health and Safety Act*, s. 1 and s. 27 (2) (c):
   A supervisor, which would include a school principal, shall take every precaution reasonable in the circumstances for the protection of a worker.

4. *Ontario Human Rights Code*, s. 1:
   A person has a right to equal treatment with respect to services without discrimination because of disability.

5. Ontario Human Rights Commission, *Guidelines on Accessible Education* (p. 34):
   Under the *Code,* every student with a disability is entitled to accommodation up to the point of undue hardship. The *Code* sets out only three elements that may be considered in assessing whether an accommodation would cause undue hardship:
   - cost,
   - outside sources of funding, if any, and
   - health and safety requirements, if any.

Unacceptable Behaviour and Consequences

The following activities are unacceptable behaviour and will be grounds for considering whether to allow the Pupil to remain in a School Board Program for Expelled Students:

1. activities which disrupt the Program and seriously affect the ability of the Program staff to deliver the Program;
2. activities which disrupt the Program and seriously affect the ability of the other pupils in the Program to learn and benefit from the Program;
3. activities which place at risk of injury pupils in the Program, Program staff, or other persons on the premises where the Program is being delivered;
4. serious breaches of the Board Code of Conduct which affect the delivery of the Program;
5. serious breaches of the Board Code of Conduct which affect the health or safety of pupils in the Program, Program staff, or other persons on the premises where the Program is being delivered;

Other Requirements

Pupils in a School Board Program for Expelled Students SHALL:

- attend and participate in the Program;
- only be present on the premises where the Program is being offered during the period when the Program is being offered;
- not to associate with other students not in the Program on the premises where the Program is being offered;

Parent / Pupil Agreement

Between

_____ (the Parents/Guardians)

and

_____ (Pupil)

and

_____ (School Principal)

AGREEMENT

Preamble

The Pupil has been expelled from all schools of the Board and has been assigned to a Renfrew County Catholic District School Board Program for expelled students.

The Pupil wishes to attend the Program to which he or she has been assigned. The Pupil's parents or guardians also wish their son or daughter to attend the Program.

The Pupil agrees to abide by the written requirements for attendance at the Program which are set out in this Agreement. The Pupil's parents or guardians agree to assist their son or daughter to comply with the written requirements for attendance at the Program.

Program Particulars

Commencement Date: _____
End Date: _____
Return to School Date: _____
Location of Program: _____
Program Hours: _____

I, [name of Pupil], wish to attend the above Program and I agree to comply with the requirements for attendance at the Program.

We, [name of Parents'/Guardians] wish our son or daughter to attend the above Program and we agree to assist their son or daughter to comply with the requirements for attendance at the Program.

DATED at [Place] this _____ day of _____ 20 ____.

_____ [Parent / Guardian Name]

_____ [Parent / Guardian Name]

_____ [School Principal Name]

_____ [Pupil Name]

POLICY: Safe Schools –Pupil Expulsion (Grades 4 -12)

Rationale

The Board respects the right of every student to a safe school environment which upholds their dignity as children of God. Our call to nurture each individual pupil's spiritual and academic needs can only be carried out in an setting which respects the right of all students, parents, teachers and staff to be safe, and to feel safe, in their school community (as per The Provincial Code of Conduct). As educators for citizenship within formation for Christian discipleship, we are committed to:

- carrying out our responsibility to be law-abiding citizens;
- being accountable for actions that put at risk the safety of others or oneself;
- exercising this responsibility and accountability as faith-filled community builders.

It is the policy of the Board that the conduct of students within our school communities is expected to be modelled after Christ and Catholic values. Conduct falling below that standard requires appropriate discipline which may include suspension and expulsion from school

The Board believes in providing a safe school environment characterized by the pursuit of life-long learning and the nurturing of each individual pupil's spiritual and academic needs. The Provincial Code of Conduct states that all students, parents, teachers and staff have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

To assist in maintaining safe schools the Education Act requires that serious infractions of school conduct may lead to the expulsion of the pupil from school.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Principals, Supervisory Officers, The Board

Organizational Authority:

The Board

Regulations:

1. Statements from Ministry of Education Policy Program Memoranda:

1.1 Policy/Program Memorandum No. 128 (The Provincial Code of Conduct):

a) A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. … (p. 1)

b) All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. To foster a positive school climate that supports student achievement and well-being, school boards should focus on prevention and early intervention strategies to address inappropriate behaviour. (p. 2)

1.2 Policy/Program Memorandum No. 145 (Progressive Discipline):

a) Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

b) In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

c) For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths and needs, as well as program goals and learning expectations documented in their Individual Education Plan (IEP). (p. 3)

1.3 Policy/Program Memorandum No. 141 (School Board Programs for Students on Long-Term Suspension):

… boards must offer at least one program for students who are on long-term suspension. In the written notice of suspension, parents must be notified of the board program to which the student on long-term suspension has been assigned. (p. 2)

A Student Action Plan (SAP) must be developed for every student on a long-term suspension who makes a commitment to attend the board program for suspended students. (p. 3)

1.4 Policy/Program Memorandum No. 142 (School Board Programs for Expelled Students):

a) A student may be expelled either from his or her school only or from all schools of the board. If a student is expelled from his or her school only, he or she must be assigned to another school of the board.

b) If a student is expelled from all schools of the board, he or she must be assigned to a board program for expelled students. The student and/or his or her parent(s) must notify the principal verbally or in writing that the student is committed to attending the program. Once the principal has received this notification, development of the SAP must begin immediately.

c) In the notice of expulsion, parents must be provided with information on either the new school or the board program to which the expelled student has been assigned.

d) Where an expelled student who is transferred to another school requires additional support and resources, boards should make appropriate support available and/or facilitate the student's referral to community agencies. (p. 3)

2. Mitigating Factors and Other Factors (Ontario Regulation 472/07, ss. 2 and 3):

2.1 Application of Mitigating Factors and Other Factors:

a) The Principal shall take into account the mitigating factors and the other factors in considering how long to suspend a pupil pending a possible expulsion.

b) The Principal shall take into account the mitigating factors and the other factors in considering whether to recommend to the Board that a pupil be expelled.

2.2 Mitigating Factors:

The Principal shall take the following mitigating factors into account:

a) the pupil does not have the ability to control his or her behaviour;
b) the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or
c) the pupil's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

2.3 Other Factors:

The Principal shall take the following factors into account, if the said factors would mitigate the seriousness of the activity for which the pupil may be expelled:

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

3. Mandatory Suspension pending a Principal's Investigation and possible Expulsion Recommendation:

3.1 Activities Requiring a Mandatory Suspension under the Education Act, s. 310:

A Principal SHALL suspend a (Grade 4 -12) pupil, if the Principal believes that the (Grade 4 -12) pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

a) possessing a weapon, including possessing a firearm;
b) using a weapon to cause or to threaten bodily harm to another person;
c) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
d) committing sexual assault;
e) trafficking in weapons or in illegal drugs;
f) committing robbery;
g) giving alcohol or cannabis to a minor;
h) bullying, if,
    i) the pupil has previously been suspended for engaging in bullying, and
    ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;

i) Any activities for which a suspension must be considered under Section 3.1 of the Board's Pupil Suspension Policy 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.

j) Any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a pupil and conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

3.2 Activities Requiring a Mandatory Suspension under Board Policy:

A Principal SHALL suspend a (Grade 4 -12) pupil, if the Principal believes that the (Grade 4 -12) pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

a) criminal harassment;
b) relationship violence;
c) hate and/or bias motivated occurrences;
d) gang related occurrences;
e) extortion;
f) non-consensual sharing of intimate images;
g) bomb threats;
h) a pattern of behaviour so refractory that the pupil's presence is injurious to the effective learning of others;
i) repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have proven ineffective;
j) trafficking in legal drugs including cannabis;
k) a course of serious harassment of another person;
l) a course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications;

Criminal harassment, relationship violence, hate and/or bias motivated occurrences, gang related occurrences, extortion, and non-consensual sharing of intimate images are defined in the Definitions section of this Policy.

3.3 A mandatory suspension shall be a suspension from the pupil's school and from engaging in all school-related activities.

3.4 A mandatory suspension shall be for a duration of no more than twenty (20) school days. In considering how long the suspension should be the Principal shall take into account the mitigating factors and other factors.

3.5 The Principal shall consult with his or her Superintendent prior to making the decision to impose a mandatory suspension and shall keep his or her Superintendent informed during the process.

4. Assignment to a Program (Education Act, s. 310 (4) & PPM No. 141):

4.1 Homework Package:

When a Principal suspends a pupil for five (5) days or less, arrangements shall be made to provide the pupil with access to a homework package to help ensure that the pupil does not fall behind in his or her school work.

4.2 Assignment to Program:

When a Principal suspends a pupil for six (6) or more days, the Principal shall assign the pupil to a program for suspended students.

4.3 Discipline and Safety Requirements:

Prior to entry into a program for suspended pupils, each suspended pupil, if applicable, and the pupil's parent or guardian in the case of pupils under the age of eighteen shall sign a written Agreement agreeing to attend the program for suspended pupils and agreeing to be bound by the discipline and safety requirements. The requirement for the signature of a parent or guardian shall be waived for pupils who are 16 or 17 years of age and who have withdrawn from parental control.

4.4 Student Action Plan (SAP):

A Student Action Plan (SAP) shall be developed for every pupil who has been assigned to a program for suspended pupils provided the necessary written commitment to attend the program and to be bound by the discipline and safety requirements has been obtained.

4.5 Planning Meeting:

The Principal shall hold a planning meeting in accordance with the relevant provisions of PPM #141 for holding such planning meetings. A precondition for the said planning meeting is the obtaining of the necessary written commitment to attend the program and to be bound by the discipline and safety rules.

4.6 Status of Suspended Pupil:

A pupil who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended students.

5. Notice of Suspension (Education Act, s. 311):

5.1 A Principal who suspends a pupil under section 310 of the Education Act shall:

a) inform the pupil, if applicable and possible;
b) inform the pupil's teacher of the suspension; and
c) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless
    i) the pupil is at least 18 years old or

ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

5.2 A Principal who suspends a pupil shall ensure that written notice of the suspension is given promptly to the following persons:

a) the pupil;
b) the pupil's parent or guardian, unless
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

5.3 A copy of the notice of suspension shall be filed in the pupil's OSR Folder.

5.4 The written notice shall include:

a) the reason for the suspension;
b) the duration of the suspension;
c) provide information about any program for suspended students to which the pupil is assigned;
d) provide information about the investigation the Principal will conduct under section 311.1 of the Education Act to determine whether to recommend to the Board that the pupil be expelled; and
e) include the following statements:
   i) There is no immediate right to appeal the suspension.
   ii) If the principal does not recommend to the board that the pupil be expelled following the investigation under section 311.1 of the Education Act, the suspension will become subject to appeal under section 311.2 of the Act.
   iii) If there is an expulsion hearing because the principal recommends to the board that the pupil be expelled, the suspension may be addressed by parties at the hearing.

5.5 For incidents set out in Appendix A, the Principal shall request police involvement or response. For incidents set out in Appendix B, the Principal shall report the violent incident to the Ministry of Education. (Appendices A and B are set out at the beginning of the Safe Schools Policy Section.)

5.6 Where circumstances warrant, the Principal shall complete and file a Violent Incident Report in the pupil's OSR Folder as set out in Appendix C which is set out at the beginning of the Safe Schools Policy Section.

6. Principal's Investigation (Education Act, s. 311.1):

6.1 Where a Principal imposes a mandatory suspension for activities set out in section 3.1 (Mandatory Suspension under the Education Act) or for activities set out in section 3.2 (Mandatory Suspension under Board Policy), the Principal shall conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

6.2 The Principal's Investigation shall begin promptly following the suspension.

6.3 As part of the Principal's Investigation the Principal shall make all reasonable efforts to speak with the following persons:

a) the pupil;
b) the pupil's parent or guardian of the suspension within 24 hours of the suspension, unless
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
c) any other person whom the Principal has reason to believe may have relevant information.

6.4 The following persons may be present during witness interviews.

a) The witness being interviewed shall be present.
b) The witness may have one adult person for support or as a representative during the interview. For student witnesses who are minors the normal adult person will probably be the student's parent or guardian. The said adult person should not be a potential witness.
c) The Principal may have an adult person present as a resource. The said adult person should not be a potential witness.

6.5 The date, time and place of the of each witness interview and the persons present should be recorded. Information from witnesses should be recorded and the witness asked to check the written record for accuracy and completeness.

6.6 In considering whether to recommend to the Board that a pupil be expelled, the Principal shall take into account the mitigating factors and other factors set out earlier.

7. Expulsion Not Recommended (Education Act, s. 311.1 (5-6)):

7.1 Pupil Suspension Confirmed, Shortened or Expunged:

If, on concluding the investigation, the principal decides not to recommend to the Board that the pupil be expelled, the principal shall:

a) confirm the suspension and the duration of the suspension;
b) confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or
c) withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.

7.2 Information on Suspension:

In situations where a Principal has confirmed, shortened or expunged a pupil suspension, the written information on the suspension shall include:

a) A statement that the pupil will not be subject to an expulsion hearing for the activity that resulted in the suspension.
b) A statement indicating whether the principal has confirmed the suspension and its duration, confirmed the suspension but reduced its duration, or withdrawn the suspension.
c) Unless the suspension was withdrawn, information about the right to appeal the suspension under Section 8 including,
    i) a copy of the board policies and guidelines governing the appeal established by the board under subsection and
    ii) the name and contact information of the current Superintendent of Education to whom notice of the appeal must be given.

7.3 Notice of Information on Suspension:

A Principal who confirms, shortens or expunges a pupil suspension shall ensure that written notice containing the information set out in Section 7.2 above is given promptly to the following persons:

a) the pupil;
b) the pupil's parent or guardian, unless
    i) the pupil is at least 18 years old or
    ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

7.4 Unless the suspension has been expunged, a copy of the notice of suspension, as amended, shall be filed in the pupil's OSR Folder.

8. Suspension Appeals, if Expulsion Not Recommended (Education Act, ss. 309, 311.2):

8.1 The following persons may appeal, to the Board, a Principal's decision to suspend a pupil:

a) The pupil's parent or guardian, unless
    i) the pupil is at least 18 years old or
    ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
b) The pupil, if
    i) the pupil is at least 18 years old or
    ii) the pupil is 16 or 17 years old and has withdrawn from parental control.
c) In the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

8.2 The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of receiving notices of intention to appeal a suspension.

8.3 A person who is entitled to appeal a suspension must give written notice of his or her intention to appeal to current Superintendent of Education within 5 school days of the date on which he or she is considered to have received the Notice of Information on Suspension.

8.4 A person is considered to have received the Notice of Information of Suspension in accordance with the following rules:

a) If the Notice is sent by mail or another method in which an original document is sent, the Notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.
b) If the Notice is sent by fax or another method of electronic transmission, the Notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.

8.5 Board Policy shall govern an appeal of a decision to suspend a pupil.

9. Expulsion Recommended and Principal's Report (Education Act, s. 311.1 (7-10)):

9.1 If, on concluding the investigation, the principal decides to recommend to the board that the pupil be expelled, he or she shall prepare a report that contains the following:

a) A summary of the principal's findings.
b) The principal's recommendation as to whether the pupil should be expelled from his or her school only or from all schools of the board.
c) The principal's recommendation as to,
    i) the type of school that might benefit the pupil, if the pupil is expelled from his or her school only, or
    ii) the type of program for expelled pupils that might benefit the pupil, if the pupil is expelled from all schools of the board.

9.2 The Principal shall promptly provide a copy of the report to the Board and to the following persons:

a) the pupil;
b) the pupil's parent or guardian, unless
    i) the pupil is at least 18 years old or
    ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

9.3 Information on Expulsion:

In situations where a Principal has recommended that the Board expel a pupil, the written information on the expulsion shall include:

a) A statement that the pupil will be subject to an expulsion hearing for the activity that resulted in the suspension.
b) A copy of the board policies and guidelines governing the expulsion hearing established by the board.
c) A statement that the person has the right to respond, in writing, to the principal's report provided under this section.
d) Detailed information about the procedures and possible outcomes of the expulsion hearing, including, but not limited to, information explaining that,
    i) if the board does not expel the pupil, it will, with respect to the suspension imposed, confirm the suspension, shorten its duration or withdraw it,
    ii) the parties will have the right to make submissions during the expulsion hearing as to whether, if the pupil is not expelled, the suspension imposed should be confirmed, reduced or withdrawn,
    iii) any decision of the board with respect to the suspension imposed made at the expulsion hearing is final and not subject to appeal,
    iv) if the board expels the pupil from his or her school only, the board will assign the pupil to another school, and
    v) if the board expels the pupil from all schools of the board, the board will assign the pupil to a program for expelled pupils.
e) The name and contact information of the current Superintendent of Education whom the person may contact to discuss any matter respecting the expulsion hearing.

9.4 Notice of Information on Expulsion:

A Principal who recommends that the Board expel a pupil shall ensure that written notice containing the information set out in section 9.3 above is given promptly to the following persons:

a) the pupil;
b) the pupil's parent or guardian, unless
    i) the pupil is at least 18 years old or
    ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

9.5 The pupil or the pupil's parent or guardian, unless the pupil is at least 18 years old or the pupil is 16 or 17 years old and has withdrawn from parental control, may respond, in writing, to the Principal and the Board.

10. Re-entry Meetings, if applicable:

In conjunction with the pupil's suspension the Principal may arrange for such re-entry meeting(s) as are required with the pupil, the pupil's Teacher and such other resource persons as required. The pupil's parent or guardian will be encouraged to attend such meetings, unless the pupil is at least18 years old or the pupil is 16 or 17 years old and has withdrawn from parental control.

11. Appraisal of Suspensions:

If the pupil is suspended for the maximum period allowed or is suspended more than once during a school year, the Board shall ensure that a Guidance Counsellor or other appropriate Board resource person:

a) reviews the circumstances of the suspension or suspensions, as the case may be; and
b) where appropriate, informs the pupil and the pupil's parent or guardian, unless the pupil is at least 18 years old or the pupil is 16 or 17 years old and has withdrawn from parental control, of services that are available from the Board or elsewhere in the community to assist the pupil.

12. Record of Suspension:

12.1 Information relating to pupil suspension for violent behaviour shall not be removed from the suspended pupil's OSR Folder unless three consecutive years have passed during which no further suspensions for violent incidents have taken place.

12.2 Information relating to student suspensions for conduct which did not involve violent behaviour shall be retained in the suspended pupil's OSR Folder for at least one school year.

12.3 At the end of each school year the Principal in consultation with the appropriate Superintendent shall review each suspension relating to conduct which did not involve violent behaviour which took place over one (1) year ago and make a determination whether the record of the suspension should be expunged or retained.

12.4 Information relating to pupil suspension for conduct which did not involve violent behaviour shall be removed from the suspended pupil's OSR Folder, if three (3) consecutive years have passed during which no further suspensions have taken place.

Definitions

Criminal harassment occurs when:

- a person repeatedly follows an individual from place to place or repeatedly communicates, directly or indirectly, by any means (including electronic means), with an individual, or watches the home or place of work of an individual, or engages in threatening conduct directed at a person or a member of that person's family; and
- the victim of the criminal harassment is caused to reasonably, in the circumstances, fear for his or her safety.

Extortion is the use of threats, intimidation, or violence towards a person to obtain something of value from that person or someone else, or to cause that person or someone else to do something.

Gang related occurrences are Incidents involving a group, consisting of three or more persons, however organized, having as one of its main purposes the commission or facilitation of a criminal offence in which any or all of the members engage.

Hate-and/or bias motivated Incidents (e.g., involving statements, words, gestures) are motivated by hatred occurrences or bias towards an identifiable group (i.e., a group distinguished by colour, race, religion, gender, sexual orientation, or ethnic origin) that are publicly communicated and that are wilfully intended to promote or incite bias or hatred against such a group.

Non-consensual sharing of intimate images is knowingly publishing, distributing, transmitting, selling, making available, or advertising intimate images an intimate image of another person while knowing that the person depicted in the image did not give their consent, or being reckless as to whether the person gave their consent. The term 'intimate image' refers to a visual recording such as a photograph, film or video recording of a person in which the person is nude or engaged in explicit sexual activity and which was created in circumstances that gave rise to a reasonable expectation of privacy.

Possession of drugs is having a controlled substance (e.g. drug or narcotic, as set out in the Controlled Drugs and Substance Act) in one's personal possession or possessing it jointly with others, including knowingly possessing an illegal drug elsewhere.

Relationship-based violence is any behaviour or action that is used to scare, harm, threaten, control, intimidate, or injure another person within an intimate relationship. The behaviour or action can be physical, sexual, or emotional, and it may be comprised of a single act of violence, regardless of the level of physical injury or it may be comprised of a number of acts forming a pattern of abuse through the use of assaultive and/or controlling behaviour.

Robbery is the use of violence or threats of violence to steal money or other property from a victim.

Sexual Assault is any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim. The term refers to a range of behaviours that involve the use of force or control over the victim. In some cases, no overt physical force is used but instead, the victim may be threatened with words or pressured into doing something he or she doesn't want to do.

A ***Threat*** is any statement, act, or communication, by any means, including electronic means, of an intent to cause harm, whether physical or emotional, to any person or thing, in circumstances where the person threatened believes or has grounds to believe the threat may be carried out.

Trafficking is assisting in any manner with the distribution of a controlled drug or substance, as set out in the Controlled Drugs and Substances Act or assisting with the distribution of weapons.

A ***Weapon*** is any article designed as a weapon or used or intended to be used for the purpose of threatening, intimidating, or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

Related Information

Procedures / Information for this Policy

Appendix: Expelled Pupil Program

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response
Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)
Appendix C: Incident Reporting Form
Appendix D: Suicide Prevention Protocol
[Appendices A-D are set out at the beginning of the Safe Schools Policy Section.]

Related Board Policies

POLICY: Safe Schools – Access to School Premises
POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol
POLICY: Safe Schools – Code of Conduct
POLICY: Safe Schools – Delegation of Authority
POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension (Grade 4 -12)
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion (JK – Grade 3)
POLICY: Safe Schools – Pupil Expulsion (Grades 4-12)
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure
PROCEDURE A: Information (Personal) – Student Information
APPENDIX A - Explanation Related to Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)
Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)
Suspension of Elementary School Pupils (Ontario Regulation 440/20)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)
Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)

Other Relevant Information

(June 2015) Local Police and School Board Protocol.

Appendix: Expelled Pupil Program

Program Discipline & Safety Rules

Legislation and Court Decisions

1. *Education Act*, s. 265 (1) (a):
   It is the duty of a principal of a school to maintain proper order and discipline in the school.

2. *Myers v. Peel County (Board of Education)* (1981), 123 D.L.R. (3d) 1 (Supreme Court of Canada):
   The standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible is that of the careful and prudent parent.

3. *Occupational Health and Safety Act*, s. 1 and s. 27 (2) (c):
   A supervisor, which would include a school principal, shall take every precaution reasonable in the circumstances for the protection of a worker.

4. *Ontario Human Rights Code*, s. 1:
   A person has a right to equal treatment with respect to services without discrimination because of disability.

5. Ontario Human Rights Commission, *Guidelines on Accessible Education* (p. 34):
   Under the *Code,* every student with a disability is entitled to accommodation up to the point of undue hardship. The *Code* sets out only three elements that may be considered in assessing whether an accommodation would cause undue hardship:
   - cost,
   - outside sources of funding, if any, and
   - health and safety requirements, if any.

Unacceptable Behaviour and Consequences

The following activities are unacceptable behaviour and will be grounds for considering whether to allow the Pupil to remain in a School Board Program for Expelled Students:

1. activities which disrupt the Program and seriously affect the ability of the Program staff to deliver the Program;
2. activities which disrupt the Program and seriously affect the ability of the other pupils in the Program to learn and benefit from the Program;
3. activities which place at risk of injury pupils in the Program, Program staff, or other persons on the premises where the Program is being delivered;
4. serious breaches of the Board Code of Conduct which affect the delivery of the Program;
5. serious breaches of the Board Code of Conduct which affect the health or safety of pupils in the Program, Program staff, or other persons on the premises where the Program is being delivered;

Other Requirements

Pupils in a School Board Program for Expelled Students SHALL:

- attend and participate in the Program;
- only be present on the premises where the Program is being offered during the period when the Program is being offered;
- not to associate with other students not in the Program on the premises where the Program is being offered;

Parent / Pupil Agreement

Between

_____ (the Parents/Guardians)

and

_____ (Pupil)

and

_____ (School Principal)

AGREEMENT

Preamble

The Pupil has been expelled from all schools of the Board and has been assigned to a Renfrew County Catholic District School Board Program for expelled students.

The Pupil wishes to attend the Program to which he or she has been assigned. The Pupil's parents or guardians also wish their son or daughter to attend the Program.

The Pupil agrees to abide by the written requirements for attendance at the Program which are set out in this Agreement. The Pupil's parents or guardians agree to assist their son or daughter to comply with the written requirements for attendance at the Program.

Program Particulars

Commencement Date: _____
End Date: _____
Return to School Date: _____
Location of Program: _____
Program Hours: _____

I, [name of Pupil], wish to attend the above Program and I agree to comply with the requirements for attendance at the Program.

We, [name of Parents'/Guardians] wish our son or daughter to attend the above Program and we agree to assist their son or daughter to comply with the requirements for attendance at the Program.

DATED at [Place] this _____ day of _____ 20 ____.

_____ [Parent / Guardian Name]

_____ [Parent / Guardian Name]

_____ [School Principal Name]

_____ [Pupil Name]

POLICY: Safe Schools - Pupil Expulsion Hearing

Rationale

As a publicly funded educational institution, the Renfrew County Catholic District School Board will honour its obligations to civil laws and authorities, guided by the truth and mercy of the Gospel message. This is especially important in matters pertaining to expulsion hearings and related matters.

As sharers through baptism in Christ's death and resurrection, we must "always be ready to give an explanation to anyone who asks [us] for a reason for [our] hope … with gentleness and reverence." (1Peter 3, 15-16). We therefore strive in all our discipline-related dealings with students to ensure our decisions convey a message of justice, hope and redemption.

The expulsion hearing process set out in the Board Policy, Pupil Expulsion Hearing is consistent with the requirements of the Education Act and the Statutory Powers Procedures Act.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Principals, Supervisory Officers, The Board

Organizational Authority:

The Board

Regulations:

1. Mitigating Factors and Other Factors (Ontario Regulation 472/07, ss. 2 and 3)

1.1 Application of Mitigating Factors and Other Factors:

a) The Hearing Committee shall consider the mitigating factors and the other factors in deciding whether to expel a pupil.

b) The Hearing Committee shall consider the mitigating factors and the other factors in deciding if the pupil is to be expelled and whether the pupil is expelled from his or her own school only or from all schools of the Board.

c) If the Hearing Committee does not expel a pupil, the Hearing Committee shall take consider the mitigating factors and the other factors in deciding whether to:

i) confirm the original suspension and its duration;

ii) confirm the original suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or

iii) quash the original suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

The decision of the Hearing Committee on the original suspension is final.

1.2 Mitigating Factors:

The Hearing Committee shall take the following mitigating factors into account:

a) the pupil does not have the ability to control his or her behaviour;
b) the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or
c) the pupil's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

1.3 Other Factors:

The Hearing Committee shall take the following factors into account, if the said factors would mitigate the seriousness of the activity for which the pupil may be or is being expelled:

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

2. General Expulsion Hearing Procedure (Education Act, s. 311.3 and Board Policy):

2.1 Parties:

The parties to an expulsion hearing are:

a) the Principal who suspended the pupil;
b) the pupil, if
    i) the pupil is at least 18 years old or
    ii) the pupil is 16 or 17 years old and has withdrawn from parental control
c) the pupil's parent or guardian, if the pupil's parent or guardian appealed the decision to suspend the pupil and

d) if a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

2.2 Pupil Right to Attend:

A pupil who is not a party to the expulsion hearing under the above subsection has the right to be present at the hearing and to make a statement on his or her own behalf.

2.3 Hearing Committee (Suspension Appeals / Expulsions):

The Board will appoint three trustees to serve as members of the Hearing Committee. In the event that any of the appointed trustees are unable to hear the appeal, the Chair of the School Board or his or her designate may appoint replacement trustees.

2.4 Notice of Expulsion Hearing:

The Notice of Expulsion Hearing shall be sent to every person entitled to appeal the suspension and shall state:

a) the date, time and place of the Hearing;
b) the purpose of the Hearing;
c) the Hearing is being held pursuant to the Education Act and the Statutory Powers Procedure Act;
d) if a party does not attend the Hearing, the Hearing Committee may proceed in their absence and determine the outcome of the expulsion without further notice of the proceeding;
e) each party and his or her representative (lawyer or agent) are entitled to attend the Hearing.

2.5 Hearing Deadline:

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

2.6 Documents:

A copy of all documents which are given to the Hearing Committee shall be given to every person who is a party to the expulsion hearing.

2.7 Hearing Closed to Public:

a) Information relating to the education of an individual is personal information under sections 2 (1) and 32 of the Municipal Freedom of Information and Protection of Privacy Act and there are restrictions on its disclosure.
b) Section 207 (2) (b) of the Education Act gives the Board the authority to close a Committee proceedings to the public, if the subject under consideration involves the disclosure of personal information about an employee, student, parent or guardian.
c) Therefore, the Hearing will be closed to the public.

2.8 Conduct of the Hearing:

a) Hearings shall be conducted in accordance with the relevant provisions of the Education Act and the Regulations made under it, any applicable Ministry of Education Policy and Program Memoranda, the relevant provisions of the Statutory Powers Procedures Act and Board Policy.

b) General guidelines for the conduct of the Hearing are set out in Appendice A and B.

2.9 Additional Powers of the Hearing Committee under the Statutory Powers Procedure Act:

The Hearing Committee has additional powers pursuant to the Statutory Powers Procedure Act. Some of these additional powers have been identified below. The Hearing Committee has the power to:

a) waive any procedural requirements that apply to the proceeding with the consent of the Parties (s. 4);

b) direct the Chair of the Hearing Committee to assign one person or two persons to conduct the hearing with the consent of the Parties (s. 4.2.1 (2));

c) prior to the hearing, direct any of the Parties to disclose to the other Parties any documents they will be introducing at the hearing, any witness statements and/or any reports of expert witnesses (s. 5.4);

d) require the attendance of any person, including a Party, by summons, to give evidence on oath or affirmation at a hearing and to produce in evidence at the hearing any documents specified by the summons (s. 12); and

e) make interim decisions and orders (s. 16.1).

3. Hearing Committee Decision to Expel a Pupil (Education Act, ss. 311.3, 311.5, 311.6 and Board Policy):

3.1 Submissions and Views of the Parties:

At the hearing the Hearing Committee shall:

a) consider the submissions of each party in whatever form the party chooses to deliver his or her submissions, whether orally, in writing or both;

b) solicit the views of all the parties as to whether the pupil, if he or she is expelled, should be expelled from his or her school only or from all schools of the board; and

c) solicit the views of all the parties as to whether, if the pupil is not expelled, the board should confirm the suspension originally imposed, confirm the suspension but reduce its duration or withdraw the suspension.

3.2 Hearing Committee Decision with respect to Expulsion:

After completing the hearing, the Hearing Committee shall decide:

a) whether to expel the pupil; and

b) if the pupil is to be expelled, whether the pupil is expelled from his or her school only or from all schools of the board.

3.3 Factors the Hearing Committee Must Consider on a Pupil Expulsion:

In making its decision to expel a pupil the Hearing Committee shall take into account:

a) all submissions and views of the parties, including their views as to whether the pupil, if expelled, should be expelled from his or her school only or from all schools of the board;

b) any mitigating or other factors prescribed by the regulations; and

c) any written response to the principal's report recommending expulsion that a person gave to the Board before the completion of the hearing.

3.4 Hearing Deadline:

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

3.5 Assignment to a Program for Expelled Pupils:

If the Hearing Committee expels a pupil, the Committee shall assign the pupil to:

a) in the case of a pupil expelled from his or her school only, another school of the board; and

b) in the case of a pupil expelled from all schools of the board, a program for expelled pupils.

3.6 Notice of Expulsion:

a) If the Hearing Committee expels a pupil, the Committee shall ensure that written notice of the expulsion is given to:

i) all of the parties to the expulsion hearing and

ii) the pupil, if the pupil was not a party to the expulsion hearing.

b) The Notice of Expulsion must include:

i) The reason for the expulsion.

ii) A statement indicating whether the pupil is expelled from his or her school only or from all schools of the board.

iii) Information about the school or program for expelled pupils to which the pupil is assigned.

iv) Information about the right to appeal, including the steps that must be taken to appeal.

c) The Notice of Expulsion shall be sent by registered mail.

3.7 Persons Entitled to Appeal a Pupil Expulsion:

The following persons may appeal the Board's decision to expel a pupil:

a) the pupil's parent or guardian, unless
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

b) The pupil, if
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

c) In the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

3.8 Expulsion Appeal Procedure (Ontario Regulation 472/07):

a) Designated Tribunal:
The Child and Family Services Review Board, 2 Bloor Street West - 24th Floor, Toronto, ON M4W 3V5 is the tribunal designated to hear appeals of board decisions to expel pupils.

b) Appeal Deadline:
A person entitled to appeal the Board decision to expel a pupil shall give the Child and Family Services Review Board a ***written notice of appeal within 30 days*** after the date the person is considered to have received the Notice of Expulsion from the Board.

c) Notice of Appeal:
The notice of appeal shall,
   i) set out the date of the decision that is being appealed;
   ii) set out the name of the board that made the decision;
   iii) state whether the decision expels the pupil from his or her school only or from all schools of the board; and
   iv) be in a form acceptable to the designated tribunal.

The designated tribunal shall not refuse to deal with an appeal on the ground that there is a deficiency in the content or form of the notice of appeal.

d) A person is considered to have received the Notice of Expulsion in accordance with the following rules:
   i) If the Notice is sent by mail or another method in which an original document is sent, the Notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.
   ii) If the Notice is sent by fax or another method of electronic transmission, the Notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.

e) Decision of Child and Family Services Review Board:
The decision of the Child and Family Services Review Board on an appeal of a pupil expulsion is final.

4. Hearing Committee Decision not to Expel a Pupil (Education Act, ss. 311.4 and Board Policy):

4.1 Powers of the Hearing Committee:

If the Hearing Committee does not expel a pupil; the Hearing Committee shall, with respect to the original suspension:

a) confirm the suspension and its duration;
b) confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
c) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

The decision of the Hearing Committee on dealing with the original suspension is final.

4.2 Factors the Hearing Committee Must Consider on dealing with the Original Suspension:

In making its decision on the original suspension the Hearing Committee shall consider:

a) any submissions made by the parties as to whether the suspension and its duration should be confirmed, the suspension should be confirmed but its duration reduced or the suspension should be withdrawn; and
b) any mitigating or other factors prescribed by the regulations.

4.3 Notice Pupil Not Expelled:

In situations where the Hearing Committee has not expelled a pupil, the Hearing Committee shall give written notice containing the following to every person who was entitled to be a party to the expulsion hearing.

a) A statement indicating the pupil is not expelled.
b) A statement indicating whether the Hearing Committee has confirmed the suspension and its duration, confirmed the suspension but reduced its duration, or withdrawn the suspension.

5. Settlement Meeting (Education Act, s. 309 (5) and Board Policy):

5.1 Board Contact:

The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of conducting any settlement meetings prior to the commencement of the Expulsion Hearing by the Board Hearing Committee.

5.2 Settlement Meeting:

a) If possible, prior to the commencement of the Hearing by the Board Hearing Committee, the current Superintendent of Education shall convene a settlement meeting with Parties to the hearing and their representatives.

b) The purpose of the above meeting is to hear the positions and interests of the Parties to the hearing and to attempt to reach a settlement of any or all of the issues in dispute and/or an agreement on any matters which may expedite the hearing.

c) The communications of the Parties in this settlement process is privileged and shall not be released to the Hearing Committee.

d) In the event that the current Superintendent of Education conducts a settlement meeting, the said Superintendent shall not be called as a witness at the Hearing and the Superintendent shall not be involved as an advisor for one or other of the Parties to the Hearing.

e) If the Parties to the hearing reach agreement on all of the issues or some of the issues in dispute, the Parties shall sign a binding memorandum of settlement setting out their agreement. This memorandum of settlement shall be released to the Hearing Committee.

f) In the event that all of the issues in dispute have not been settled, the remaining issues in dispute will be dealt with by the Hearing Committee.

5.3 Powers of the Superintendent of Education:

Prior to the commencement of the Hearing by the Board Hearing Committee, the current Superintendent of Education shall have the power to:

a) make a decision that the pupil not be expelled;

b) make a decision on alternatives to expulsion, including alternative educational arrangements for the pupil;

c) confirm any suspension pending expulsion and the duration of the suspension;

d) confirm any suspension pending expulsion, but shorten its duration, even if the suspension has already been served, and order that the record of the suspension be amended accordingly; or

e) quash the suspension pending expulsion and order that the record of the suspension be expunged, even if the suspension has already been served.

6. Assignment to a Program for Expelled Students (Education Act, s. 311.5 & PPM No. 142):

6.1 Assignment to another Board School or to a Program for Expelled Pupils:

If the Hearing Committee expels a pupil, the Committee shall assign the pupil to:

a) in the case of a pupil expelled from his or her school only, another school of the board; and

b) in the case of a pupil expelled from all schools of the board, a program for expelled pupils.

6.2 Assignment to Another Board School:

Where an expelled student who is transferred to another school requires additional support and resources, the Board shall endeavour to provide appropriate support and/or facilitate the student's referral to community agencies.

6.3 Discipline and Safety Requirements:

Prior to entry into a program for expelled pupils, each pupil, if applicable, and the pupil's parent or guardian in the case of pupils under the age of eighteen shall sign a written Agreement agreeing to attend the program for expelled pupils and agreeing to be bound by the discipline and safety requirements set for the Program. The requirement for the signature of a parent or guardian shall be waived for pupils who are 16 or 17 years of age and who have withdrawn from parental control.

6.4 Student Action Plan (SAP):

A Student Action Plan (SAP) shall be developed for every pupil who has been assigned to a program for expelled pupils provided the necessary written commitment to attend the program and to be bound by the discipline and safety requirements has been obtained.

6.5 Planning Meeting:

The Principal shall hold a planning meeting in accordance with the relevant provisions of PPM #142 for holding such planning meetings. A precondition for the said planning meeting is the obtaining of the necessary written commitment to attend the program and to be bound by the discipline and safety rules.

7. Return to School After Expulsion:

7.1 Status of Expelled Pupil (Education Act, s. 313):

a) An expelled pupil continues to be a pupil of the board that expelled him or her if the pupil attends a program for expelled pupils,
   i) offered by that board; or
   ii) offered by another board under an agreement between that board and the board that expelled the pupil.

b) An expelled pupil ceases to be a pupil of the board that expelled him or her if,
   i) the pupil is assigned by that board to a program for expelled pupils and does not attend the program; or
   ii) the pupil registers as a pupil of another board.

7.2 Return to School after Expulsion (Education Act, s. 314.1, 314.2 & 314.3):

a) A pupil who has been expelled from all schools of a board is entitled to be readmitted to a school of the board if the pupil has, since being expelled,
   i) successfully completed a program for expelled pupils; or
   ii) satisfied the objectives required for the successful completion of a program for expelled pupils.

b) The determination of whether an expelled pupil has completed the program for expelled students or has satisfied the objectives required for successful completion of a program is to be made by a person who provides a program for expelled pupils.

c) An expelled pupil may apply in writing to the current Superintendent of Education to be readmitted to a school of the board and, if the pupil has completed a program for expelled students or has satisfied the objectives required for successful completion of a program, the board shall,

i) readmit the expelled pupil to a school of the board; and

ii) promptly inform the pupil in writing of his or her readmittance.

d) An expelled pupil who has been expelled from one school of the Board may apply in writing to the current Superintendent of Education to be reassigned to the school from which he or she was expelled.

7.3 Expelled Pupils from Other Boards (Education Act, s. 314):

a) If a pupil who has been expelled from one board registers as a pupil of this Board, the Board may,

i) assign the pupil to a school of the Board; or

ii) assign the pupil to a program for expelled pupils, unless the pupil has completed a program for expelled students or has satisfied the objectives required for successful completion of a program.

b) If the Board assigns the expelled pupil to a school without knowing that he or she has been expelled by another board, the Board may subsequently remove the pupil from the school and assign him or her to a program for expelled pupils, subject to the following conditions:

i) The Board must assign the pupil to a program for expelled pupils promptly on learning that he or she has been expelled from another board.

ii) The Board shall not assign the pupil to a program for expelled pupils if the pupil has completed a program for expelled students or has satisfied the objectives required for successful completion of a program.

8. Record of Expulsion:

8.1 Information relating to pupil expulsion shall be removed from the expelled pupil's OSR Folder five years after the date on which the Board expelled the pupil.

8.2 Where an expelled pupil has been readmitted to a school in Ontario, and is expelled again, the information relating to the expulsions shall not be removed from the expelled pupil's OSR Folder until five consecutive years have passed without any further expulsion.

9. Record of Suspension:

9.1 Information relating to pupil suspension for violent behaviour shall not be removed from the suspended pupil's OSR Folder unless three consecutive years have passed during which no further suspensions for violent incidents have taken place.

9.2 Information relating to student suspensions for conduct which did not involve violent behaviour shall be retained in the suspended pupil's OSR Folder for at least one school year.

9.3 At the end of each school year the Principal in consultation with the appropriate Superintendent shall review each suspension relating to conduct which did not involve violent behaviour which took place over one (1) year ago and make a determination whether the record of the suspension should be expunged or retained.

9.4 Information relating to pupil suspension for conduct which did not involve violent behaviour shall be removed from the suspended pupil's OSR Folder, if three (3) consecutive years have passed during which no further suspensions have taken place.

Related Information

Appendices for this Policy

Appendix A: General Guidelines for an In-Person Hearing
Appendix B: General Guidelines for an Electronic Hearing

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response
Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)
Appendix C: Incident Reporting Form
Appendix D: Suicide Prevention Protocol
[Appendices A-D are set out at the beginning of the Safe Schools Policy Section.]

Board Policies

POLICY: Safe Schools – Access to School Premises
POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol
POLICY: Safe Schools – Code of Conduct
POLICY: Safe Schools – Delegation of Authority
POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension (Grades 4-12)
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion (JK – Grade 3)
POLICY: Safe Schools – Pupil Expulsion (Grades 4-12)
POLICY: Safe Schools – Pupil Expulsion Hearing

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)

Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)
Suspension of Elementary School Pupils (Ontario Regulation 440/20)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)
Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)

APPENDIX A: In-Person Hearing Guidelines

1. **Appearance Sheet:**
   Each Party, his or her representative and his or her witnesses shall print and sign his or her name and identify the reason for his or her presence (Parent, Pupil, Principal, Superintendent, Representative of Parent/Pupil/Principal, Witness for Parent/Pupil/Principal).

2. **Call to Order:**
   The Chair of the Hearing Committee shall call the meeting to order.

3. **Introduction of Hearing Committee, the Parties, their Representatives and Others:**
   The Chair of the Hearing Committee shall introduce the Hearing Committee and its legal representative, if he or she is present. The Secretary to the Committee shall read out the names of others present and the reason for their presence from the Appearance Sheet.

4. **Preliminary Matters:**
   The Chair shall ask the Parties if there are any preliminary matters to be dealt with.

5. **Procedure for Exclusion of Witnesses:**
   On request by a Party, the Chair may make an order to exclude witnesses from the hearing until it is their turn to testify. Parties to the Hearing, their representative and the pupil will not be excluded under an order to exclude witnesses.

6. **General Procedure:**
   a) Principal Case:
      Presentation of case by the Principal or their representative, and other witnesses.
   b) Parent/Student Case:
      Presentation of the case by student / parent or their representative and other witnesses.
   c) Submissions from the Principal or their representative:
      Summary of case and arguments.
   d) Submissions from the student, parent or their representative:
      Summary of case and arguments.

e) Further submissions from the Principal or their representative:
Reply to address any NEW matters in the student, parent or representative submission.

f) Hearing Committee Deliberations:
The Parties, their representatives and witnesses shall leave the hearing room. The Hearing Committee will deliberate and make its decision.

7. Documentary Evidence:

Each document introduced into evidence shall be consecutively numbered and a copy shall be provided for the other Party, the Secretary to the Hearing and each member of the Hearing Committee.

8. Witness Evidence:

a) Call witness into hearing room.

b) Swear witness.

c) Examination in Chief:
Party who called witness asks the witness a series of general questions to give the witness an opportunity to tell the Hearing Committee any information the witness has knowledge of which is relevant to the case. Generally, a Party who calls a person as a witness is not allowed to ask a leading question, a question which indicates the desired answer.

d) Cross-Examination:
The other party to the hearing has the right to test the evidence presented by the first party's witnesses by asking them questions including leading questions.

e) Reply:
After cross-examination the party calling the witness has the right to re-examine the witness to address any NEW matters which occurred in the cross-examination

f) Questions from the Hearing Committee:
On occasion members of the Hearing Committee may address questions to the witness usually on the completion of either the examination in chief or the cross-examination.

9. Swearing a Witness:

Could you please state your name.

I will be asking you to take an oath to tell the truth in these proceedings. Do you understand that after taking an oath or making a solemn affirmation you will have a moral obligation to tell the truth.

If you object to taking an oath on the Bible from conscientious scruples, or on the ground of your religious belief, or on the ground that the taking of an oath would have no binding effect on your conscience, you may make a solemn affirmation to tell the truth.

Do you wish to take an oath on the Bible to tell the truth or do you wish to make a solemn affirmation to tell the truth.

OATH ON THE BIBLE
Please take the Bible in your right hand.

Do you swear that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth, so help you God.

SOLEMN AFFIRMATION TO TELL THE TRUTH
Do you understand that a solemn affirmation is of the same force and effect as an oath on the Bible.

Do you make a solemn affirmation that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth,

APPENDIX B: Electronic Hearing Guidelines

PRE-HEARING

1. Video Conferencing Application.
The Hearing will be conducted using a video conferencing application.

2. Appearance Sheet Information (required three (3) school days prior to hearing):
Each Party, his or her representative and his or her witnesses shall provide the following information

- Name and status (principal, superintendent, parent, pupil, representative, witness),
- Email Address,
- Phone number.

3. Documents (required three (3) school days prior to hearing):
Each Party shall email a PDF or MS Word copy of the documents they wish to introduce to the relevant Superintendent.

4. Pre-Hearing Information Package
Each Party and their representative shall receive an information package with the Appearance Sheet and the documents (consecutively numbered) each party wishes to introduce.

HEARING

5. Video Conferencing Email Invitation:
Each Party, representative and witness shall receive an email invitation to the hearing. The hearing information will include the meeting ID and a passcode. We suggest writing down this information for your reference.

6. Hearings are Confidential
Hearings deal with confidential student, parent, and staff information. Therefore, recordings, photos or screen shots of hearings are prohibited. Only parties, their representatives, and witnesses (when called) should be participating or viewing the hearing.

7. Parties, representatives, and witnesses shall:

- sign in 10 minutes prior to the scheduled hearing start,
- ensure that the video conferencing application lists their correct name,
- be admitted to the video conference waiting room prior to being admitted to the main hearing room.

8. **Introduction of Hearing Committee, the Parties, their Representatives and Others:**
The Chair of the Hearing Committee shall introduce the Hearing Committee and its legal representative, if he or she is participating. The Secretary to the Committee shall read out the names of others participating and the reason for their participation from the Appearance Sheet.

9. **Procedure for Exclusion of Witnesses:**
On request by a Party, the Chair may make an order to exclude witnesses from the hearing until it is their turn to testify. These individuals will be placed in a video conference waiting room until it is time to testify. Parties to the Hearing, their representatives and the pupil will not be excluded under an order to exclude witnesses.

10. **Preliminary Matters:**
The Chair shall ask the Parties if there are any preliminary matters to be dealt with.

11. **General Procedure:**

a) Principal Case:
Presentation of case by the Principal or their representative, and other witnesses.

b) Parent/Student Case:
Presentation of the case by the student, parent or their representative and other witnesses.

c) Submissions from the Principal or their representative:
Summary of case and arguments.

d) Submissions from the student, parent, or their representative:
Summary of case and arguments.

e) Further submissions from the Principal or their representative:
Reply to address any NEW matters in the student, parent, or representative submission.

f) Hearing Committee Deliberations:
The Parties, their representatives and their witnesses will be disconnected. The Hearing Committee will deliberate and make its decision.

12. Witness Evidence:

a) Admit witness from the video conferencing waiting room.

b) Swear witness.

c) Examination in Chief:
Party who called witness asks the witness a series of general questions to give the witness an opportunity to tell the Hearing Committee any information the witness has knowledge of which is relevant to the case. Generally, a Party who calls a person as a witness is not allowed to ask a leading question, a question which indicates the desired answer.

d) Cross-Examination:
The other party to the hearing has the right to test the evidence presented by the first party's witnesses by asking them questions including leading questions.

e) Reply:
After cross-examination the party calling the witness has the right to re-examine the witness to address any NEW matters which occurred in the cross-examination

f) Questions from the Hearing Committee:
On occasion members of the Hearing Committee may address questions to the witness usually on the completion of either the examination in chief and cross-examination.

13. Swearing a Witness:

Could you please state your name.

I will be asking you to take an oath to tell the truth in these proceedings. Do you understand that after taking an oath or making a solemn affirmation you will have a moral obligation to tell the truth.

If you object to taking an oath on the Bible from conscientious scruples, or on the ground of your religious belief, or on the ground that the taking of an oath would have no binding effect on your conscience, you may make a solemn affirmation to tell the truth.

Do you wish to take an oath on the Bible to tell the truth or do you wish to make a solemn affirmation to tell the truth.

OATH ON THE BIBLE
Please take the Bible in your right hand.

Do you swear that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth, so help you God.

SOLEMN AFFIRMATION TO TELL THE TRUTH

Do you understand that a solemn affirmation is of the same force and effect as an oath on the Bible.

Do you make a solemn affirmation that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth.

POLICY: Safe Schools –Pupil Suspension (Grades 4-12)

Rationale

The learning environment of our Catholic schools is entrusted to the oversight of staff under the direction and leadership of the school Administrator (Principal, Vice-Principal). With firmness and Christ-like compassion, school Administrators exercise a kind of shepherding role which seeks out the lost, protects the weak and vulnerable members of the community, and maintains a shared commitment to learning and discipleship. This role will require student suspension, from time-to-time, to ensure safety of students and staff, and an ordered learning environment.

With respect to Junior Kindergarten to Grade 3 pupils, research shows that when young children, many of whom are still learning classroom coping skills, are suspended from school at an early age and with great frequency, the impact can be academic failure and even leaving school early.

It is the policy of the Board that the conduct of students as members of the school community is expected to be modelled after Christ and Catholic values. Conduct falling below that standard requires appropriate discipline which may include suspension from school.

The disciplinary standards and procedures set out in the Board Policy, Pupil Suspension (Grades 4-12), are consistent with the requirements of the Education Act, the applicable Regulations made under that Act and the Ministry of Education Policies and Guidelines.

Personnel Affected by Policy:

Pupils (Grades 4 – 12), Parents, Teachers, Principals, Supervisory Officers, The Board.

[NOTE: Pupils in Junior Kindergarten to Grade 3 ***shall not be suspended*** for any of the activities under Sections 3.1 and 3.2 of this Policy]

Organizational Authority:

The Board

Regulations:

1. Statements from Ministry of Education Policy Program Memoranda:

1.1 Policy/Program Memorandum No. 128 (Provincial Code of Conduct):

a) A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. … (p. 1)

b) All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. To foster a positive school climate that supports student achievement and well-being, school boards should focus on prevention and early intervention strategies to address inappropriate behaviour. (p. 2)

1.2 Policy/Program Memorandum No. 145 (Progressive Discipline):

a) Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

b) In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

c) For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths and needs, as well as program goals and learning expectations documented in their Individual Education Plan (IEP). (p. 3

1.3 Policy/Program Memorandum No. 141 (School Board Programs for Pupils on Long-Term Suspension):

… boards must offer at least one program for students who are on long-term suspension. In the written notice of suspension, parents must be notified of the board program to which the student on long-term suspension has been assigned.

While boards are not required to provide programs for students who have been suspended for less than six days, boards are expected to provide homework packages for these students to help ensure that they do not fall behind in their school work. (p. 2)

A Student Action Plan (SAP) must be developed for every student on a long-term suspension who makes a commitment to attend the board program for suspended students. (p. 3)

2. Mitigating Factors and Other Factors (Ontario Regulation 472/07, ss. 2 and 3):

2.1 Application of Mitigating Factors and Other Factors:

a) The Principal shall take into account the mitigating factors and the other factors in considering whether to suspend a pupil.

b) The Principal shall take into account the mitigating factors and the other factors in considering how long the suspension should be.

2.2 Mitigating Factors:

The Principal shall take the following mitigating factors into account:

a) the pupil does not have the ability to control his or her behaviour;

b) the pupil does not have the ability to understand the foreseeable consequences of his or her behaviour; or

c) the pupil's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

2.3 Other Factors:

The Principal shall take the following factors into account, if the said factors would mitigate the seriousness of the activity for which the pupil may be or is being suspended:

a) the pupil's history;

b) whether a progressive discipline approach has been used with the pupil;

c) whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;

d) how the suspension would affect the pupil's ongoing education;

e) the age of the pupil; and

f) in the case of a pupil for whom an individual education plan has been developed:

i) whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,

ii) whether appropriate individualized accommodation has been provided, and

iii) whether the suspension is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

3. Pupil Suspension:

3.1 Activities leading to a Possible Suspension under the Education Act, s. 306 (1) and Ontario Regulation 440/20

A Principal shall consider whether to suspend a (Grade 4 -12) pupil, if the Principal believes that the (Grade 4 -12) pupil has engaged in any of the following activities while at school, at a school-related activity or in other

circumstances where engaging in the activity will have an impact on the school climate:

a) uttering a threat to inflict serious bodily harm on another person, (including threats made on social networking sites or through instant messaging, text messaging, email and other forms of communications);
b) possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
c) being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis;
d) swearing at a Teacher or at another person in a position of authority;
e) committing an act of vandalism causing extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
f) bullying;
g) any other activity for which a Principal may suspend a pupil under the policy of the Board.

3.2 Activities leading to a Possible Suspension under Board Policy:

A Principal shall consider whether to suspend a (Grade 4 -12) pupil, if the Principal believes that the (Grade 4 -12) pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

a) being under the influence of illegal drugs;
b) persistent truancy;
c) persistent opposition to authority;
d) habitual neglect of duty;
e) the wilful destruction of school property;
f) the use of profane or improper language;
g) conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school;
h) infractions off school property where the pupil's conduct in the community negatively impacts on the school;
i) dress that contravenes the established dress code within a school;
j) trafficking in legal drugs;
k) being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated by a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs;

l) taking pictures during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher;
m) harassing another person by the use of mechanical/electronic technology or communications;
n) invading another person's privacy by the use of mechanical/electronic technology or communications;
o) serious breaches of the Board Code of Conduct or the School Code of Conduct.

3.3 A suspension shall be a suspension from the pupil's school and from engaging in all school-related activities.

3.4 A suspension shall be for no less than one (1) school day and for no more than twenty (20) school days.

3.5 A Principal may not suspend a pupil more than once for the same occurrence.

3.6 In considering whether to suspend a pupil and in considering how long the suspension should be, the Principal shall take into account the mitigating factors and other factors set out earlier.

4. Assignment to a Program (Education Act, s. 306 (5) & (7) and PPM No. 141):

4.1 Homework Package:

When a Principal suspends a pupil for five (5) days or less, arrangements shall be made to provide the pupil with access to a homework package to help ensure that the pupil does not fall behind in his or her school work.

4.2 Assignment to Program:

When a Principal suspends a pupil for six (6) or more days, the Principal shall assign the pupil to a program for suspended students.

4.3 Discipline and Safety Requirements:

Prior to entry into a program for suspended pupils, each suspended pupil, if applicable, and the pupil's parent or guardian in the case of pupils under the age of eighteen shall sign a written Agreement agreeing to attend the program for suspended pupils and agreeing to be bound by the discipline and safety requirements. The requirement for the signature of a parent or guardian shall be waived for pupils who are 16 or 17 years of age and who have withdrawn from parental control.

4.4 Student Action Plan (SAP):

A Student Action Plan (SAP) shall be developed for every pupil who has been assigned to a program for suspended pupils provided the necessary written commitment to attend the program and to be bound by the discipline and safety requirements has been obtained.

4.5 Planning Meeting:

The Principal shall hold a planning meeting in accordance with the relevant provisions of PPM #141 for holding such planning meetings. A precondition for the said planning meeting is the obtaining of the necessary written commitment to attend the program and to be bound by the discipline and safety rules.

4.6 Status of Suspended Pupil:

A pupil who is suspended is not considered to be engaged in school-related activities by virtue of participating in a program for suspended students.

5. Notice of Suspension (Education Act, ss. 308 & 309):

5.1 A Principal who suspends a pupil under section 306 of the Education Act shall:

a) inform the pupil, if applicable and possible;
b) inform the pupil's teacher of the suspension; and
c) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless
    i) the pupil is at least 18 years old or
    ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

5.2 A Principal who suspends a pupil shall ensure that written notice of the suspension is given promptly to the following persons:

a) the pupil;
b) the pupil's parent or guardian, unless
    i) the pupil is at least 18 years old or
    ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

5.3 A copy of the notice of suspension shall be filed in the pupil's OSR Folder.

5.4 The written notice shall include:

a) the reason for the suspension;
b) the duration of the suspension;
c) provide information about any program for suspended students to which the pupil is assigned; and

d) provide information about the right to appeal the suspension including:
   i) a copy of the Board Policies and Guidelines governing suspension appeals and
   ii) the name and contact information of the current Superintendent of Education to whom notice of the appeal must be given.

5.5 For incidents set out in Appendix A, the Principal shall request police involvement or response. For incidents set out in Appendix B, the Principal shall report the violent incident to the Ministry of Education. (Appendices A and B are set out at the beginning of the Safe Schools Policy Section.)

5.6 Where circumstances warrant, the Principal shall complete and file a Violent Incident Report in the pupil's OSR Folder as set out in Appendix C which is set out at the beginning of the Safe Schools Policy Section.

6. Re-entry Meetings for Pupils on Long-Term Suspension

6.1 In conjunction with the pupil's suspension the Principal shall arrange for such re-entry meeting(s) as are required with the pupil, the pupil's Teacher and such other resource persons as required. The pupil's parent or guardian will be encouraged to attend such meetings, unless the pupil is at least 18 years old or the pupil is 16 or 17 years old and has withdrawn from parental control.

7. Appraisal of Suspensions:

7.1 If the pupil is suspended for the maximum period allowed or is suspended more than once during a school year, the Board shall ensure that a Guidance Counsellor or other appropriate resource person employed by the Board:

a) reviews the circumstances of the suspension or suspensions, as the case may be; and
b) where appropriate, informs the pupil and the pupil's parent or guardian, unless the pupil is at least 18 years old or the pupil is 16 or 17 years old and has withdrawn from parental control, of services that are available from the Board or elsewhere in the community to assist the pupil.

8. Record of Suspension:

8.1 Information relating to pupil suspension for violent behaviour shall not be removed from the suspended pupil's OSR Folder unless three consecutive years have passed during which no further suspensions for violent incidents have taken place.

8.2 Information relating to student suspensions for conduct which did not involve violent behaviour shall be retained in the suspended pupil's OSR Folder for at least one school year.

8.3 At the end of each school year the Principal in consultation with the appropriate Superintendent shall review each suspension relating to conduct which did not involve violent behaviour which took place over one (1) year ago and make a determination whether the record of the suspension should be expunged or retained.

8.4 Information relating to pupil suspension for conduct which did not involve violent behaviour shall be removed from the suspended pupil's OSR Folder, if three (3) consecutive years have passed during which no further suspensions have taken place.

9. Suspension Appeal Rights (Education Act, s. 309):

9.1 The following persons may appeal, to the Board, a Principal's decision to suspend a pupil:

a) The pupil's parent or guardian, unless
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

b) The pupil, if
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control.

c) In the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

9.2 The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of receiving notices of intention to appeal a suspension.

9.3 A person who is entitled to appeal a suspension must give written notice of his or her intention to appeal to the current Superintendent of Education within 10 school days of the commencement of the suspension.

9.4 Board Policy shall govern an appeal of a decision to suspend a pupil.

Related Information

Procedures / Information for this Policy

Appendix: Suspended Pupil Program

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response
Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)
Appendix C: Incident Reporting Form
Appendix D: Suicide Prevention Protocol
[Appendices A-D are set out at the beginning of the Safe Schools Policy Section.]

Related Board Policies

POLICY: Safe Schools – Access to School Premises
POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol
POLICY: Safe Schools – Code of Conduct
POLICY: Safe Schools – Delegation of Authority
POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension (Grades 4-12)
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion (JK – Grade 3)
POLICY: Safe Schools – Pupil Expulsion (Grades 4-12)
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure
PROCEDURE A: Information (Personal) – Student Information
APPENDIX A - Explanation Related to Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)
Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)
Suspension of Elementary School Pupils (Ontario Regulation 440/20)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)
Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)

Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)

Other Relevant Information

(June 2015) Local Police and School Board Protocol.

Appendix: Suspended Pupil Program

Program Discipline & Safety Rules

Legislation and Court Decisions

1. *Education Act*, s. 265 (1) (a):
   It is the duty of a principal of a school to maintain proper order and discipline in the school.

2. *Myers v. Peel County (Board of Education)* (1981), 123 D.L.R. (3d) 1 (Supreme Court of Canada):
   The standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible is that of the careful and prudent parent.

3. *Occupational Health and Safety Act*, s. 1 and s. 27 (2) (c):
   A supervisor, which would include a school principal, shall take every precaution reasonable in the circumstances for the protection of a worker.

4. *Ontario Human Rights Code*, s. 1:
   A person has a right to equal treatment with respect to services without discrimination because of disability.

5. Ontario Human Rights Commission, *Guidelines on Accessible Education* (p. 34):
   Under the *Code,* every student with a disability is entitled to accommodation up to the point of undue hardship. The *Code* sets out only three elements that may be considered in assessing whether an accommodation would cause undue hardship:
   - cost,
   - outside sources of funding, if any, and
   - health and safety requirements, if any.

Unacceptable Behaviour and Consequences

The following activities are unacceptable behaviour and will be grounds for considering whether to allow the Pupil to remain in a School Board Program for Students on Long-Term Suspension:

1. activities which disrupt the Program and seriously affect the ability of the Program staff to deliver the Program;
2. activities which disrupt the Program and seriously affect the ability of the other pupils in the Program to learn and benefit from the Program;
3. activities which place at risk of injury pupils in the Program, Program staff, or other persons on the premises where the Program is being delivered;
4. serious breaches of the Board Code of Conduct which affect the delivery of the Program;
5. serious breaches of the Board Code of Conduct which affect the health or safety of pupils in the Program, Program staff, or other persons on the premises where the Program is being delivered;

Other Requirements

Pupils in a School Board Program for Students on long-term Suspension SHALL:

- attend and participate in the Program;
- only be present on the premises where the Program is being offered during the period when the Program is being offered;
- not to associate with other students not in the Program on the premises where the Program is being offered;

Parent / Pupil Agreement

Between

_____ (the Parents/Guardians)

and

_____ (Pupil)

and

_____ (School Principal)

AGREEMENT

Preamble

The Pupil has been suspended for a period of 6 days or more and has been assigned to a Renfrew County Catholic District School Board Program for students on long-term suspension.

The Pupil wishes to attend the Program to which he or she has been assigned. The Pupil's parents or guardians also wish their son or daughter to attend the Program.

The Pupil agrees to abide by the written requirements for attendance at the Program which are set out in this Agreement. The Pupil's parents or guardians agree to assist their son or daughter to comply with the written requirements for attendance at the Program.

Program Particulars

Commencement Date: _____
End Date: _____
Return to School Date: _____
Location of Program: _____
Program Hours: _____

I, [name of Pupil], wish to attend the above Program and I agree to comply with the requirements for attendance at the Program.

We, [name of Parents'/Guardians] wish our son or daughter to attend the above Program and we agree to assist their son or daughter to comply with the requirements for attendance at the Program.

DATED at [Place] this _____ day of _____ 20 ____.

_____ [Parent / Guardian Name]

_____ [Parent / Guardian Name]

_____ [School Principal Name]

_____ [Pupil Name]

POLICY: Safe Schools - Pupil Suspension Appeal

Rationale

The Board upholds the right of each student in our schools to be treated in a just manner which:

- reverences their dignity as whole persons, and
- safeguards the well-being of all members of the learning community.

As sharers in the Church's evangelizing mission responsible to the believing community for the formation of its young members, and as a publicly funded educational institution, we strive to be truthful, transparent, and accountable in the disciplinary actions we undertake. In this way we are better able to ensure the integrity of our mission within a safe school learning environment.

The suspension appeal process set out in the Board Policy, Suspension Appeal, is consistent with the requirements of the Education Act and the Statutory Powers Procedures Act.

Personnel Affected by Policy:

Pupils, Parents, Teachers, Principals, Supervisory Officers, The Board

Organizational Authority:

The Board

Regulations:

1. Suspension Appeal Rights and Information (Education Act, s. 309)

1.1 Parties Entitled to Appeal:

The following persons may appeal, to the Board, a Principal's decision to suspend a pupil:

a) the pupil's parent or guardian, unless
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control
b) the pupil, if
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control;

c) in the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

1.2 School Board Contact:

a) The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of receiving notices of intention to appeal a suspension.

b) A person who has given notice of intention to appeal may contact the current Superintendent of Education to discuss any matter respecting the appeal of the suspension.

1.3 Notice of Appeal Timeline:

A person who is entitled to appeal a suspension must give written notice of his or her intention to appeal to the current Superintendent of Education ***within 10 school days of the commencement of the suspension***. The written notice must set out the grounds or reasons why the suspension is being appealled.

1.4 Status of Suspension pending Appeal:

A Notice of Intention to appeal a suspension does not stay the running of the suspension.

2. General Suspension Appeal Procedure (Education Act, s. 309 and Board Policy):

2.1 Parties:

The parties to the appeal are:

a) the principal who suspended the pupil;

b) the pupil, if
   i) the pupil is at least 18 years old or
   ii) the pupil is 16 or 17 years old and has withdrawn from parental control

c) the pupil's parent or guardian, if the pupil's parent or guardian appealed the decision to suspend the pupil; and

d) in the event that a pupil does not have a parent or a formal guardian, such other persons as the Chair of the Hearing Committee in his or her discretion may direct.

2.2 Pupil Right to Attend:

A pupil who is not a party to the appeal under the above subsection has the right to be present at the appeal and to make a statement on his or her own behalf.

2.3 Hearing Committee (Suspension Appeals / Expulsions):

The Board will appoint three trustees to serve as members of the Hearing Committee. If any of the appointed trustees are unable to hear the appeal, the Chair of the School Board or his or her designate may appoint replacement trustees.

2.4 Confirmation of Notice of Intent to Appeal:

After receiving a notice of intention to appeal a suspension, the Board shall promptly contact every person entitled to appeal the suspension and inform him or her that it has received the notice of intention to appeal.

2.5 Notice of Appeal Hearing:

The Notice of Appeal Hearing shall be sent to every person entitled to appeal the suspension and shall state:

a) the date, time and place of the Appeal Hearing;

b) the purpose of the Appeal Hearing;

c) the Appeal Hearing is being held pursuant to the Education Act and the Statutory Powers Procedure Act;

d) if a party does not attend the Appeal Hearing, the Hearing Committee may proceed in their absence and determine the outcome of the appeal without further notice of the proceeding;

e) each party and his or her representative (lawyer or agent) are entitled to attend the Appeal Hearing.

2.6 Hearing Timeline:

The Board shall hear and determine the appeal within 15 school days of receiving notice of intent to appeal, unless the parties agree on a later deadline, and shall not refuse to deal with the appeal on the ground that there is a deficiency in the notice of appeal.

2.7 Documents:

A copy of all documents which are given to the Hearing Committee shall be given to every person entitled to appeal the suspension.

2.8 Hearing Closed to Public:

a) Information relating to the education of an individual is personal information under sections 2 (1) and 32 of the Municipal Freedom of Information and Protection of Privacy Act and there are restrictions on its disclosure.

b) Section 207 (2) (b) of the Education Act gives the Board the authority to close a Committee proceedings to the public, if the subject under consideration involves the disclosure of personal information about an employee, student, parent or guardian.

c) Therefore, the Suspension Appeal Hearing will be closed to the public.

2.9 Conduct of the Hearing:

a) Hearings shall be conducted in accordance with the relevant provisions of the Education Act and the Regulations made under it, any applicable Ministry of Education Policy and Program Memoranda, the relevant provisions of the Statutory Powers Procedures Act and Board Policy.

b) General guidelines for the conduct of the Hearing are set out in Appendices A and B.

2.10 Powers of the Hearing Committee (Education Act, s. 309 (10) & (11)):

The Hearing Committee shall have the power to:

a) confirm the suspension and the duration of the suspension;

b) confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or

c) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

The decision of the Hearing Committee on a suspension appeal is final.

2.11 Additional Powers of the Hearing Committee under the Statutory Powers Procedure Act:

The Hearing Committee has additional powers pursuant to the Statutory Powers Procedure Act. Some of these additional powers have been identified below. The Hearing Committee has the power to:

a) waive any procedural requirements that apply to the proceeding with the consent of the Parties (s. 4);

b) direct the Chair of the Hearing Committee to assign one person or two persons to hear the Suspension Appeal with the consent of the Parties (s. 4.2.1 (2));

c) prior to the hearing, direct any of the Parties to disclose to the other Parties any documents they will be introducing at the hearing, any witness statements and/or any reports of expert witnesses (s. 5.4);

d) require the attendance of any person, including a Party, by summons, to give evidence on oath or affirmation at a hearing and to produce in evidence at the hearing any documents specified by the summons (s. 12); and

e) make interim decisions and orders (s. 16.1).

2.12 Notice of Decision:

The Hearing Committee's written decision including reasons shall be sent by registered mail to every person entitled to appeal the suspension.

3. Settlement Meeting (Education Act, s. 309 (5) and Board Policy):

3.1 Board Contact:

The current Superintendent of Education or his or her designate shall be the person appointed by the Board for the purposes of conducting any settlement meetings prior to the commencement of the Suspension Appeal Hearing by the Board Hearing Committee.

3.2 Settlement Meeting:

a) If possible, prior to the commencement of the Suspension Appeal Hearing by the Board Hearing Committee, the current Superintendent of Education shall convene a settlement meeting with the principal and the person or persons appealing the suspension (the Parties) and their representatives.

b) The purpose of the above meeting is to hear the positions and interests of the Parties to the appeal and to attempt to reach a settlement of any or all of the issues in dispute and/or an agreement on any matters which may expedite the hearing.

c) The communications of the Parties in this settlement process is privileged and shall not be released to the Hearing Committee.

d) In the event that the current Superintendent of Education conducts a settlement meeting, the said Superintendent shall not be called as a witness at the Hearing and the Superintendent shall not be involved as an advisor for one or other of the Parties to the Hearing.

e) If the Parties to the suspension appeal reach agreement on all of the issues or some of the issues in dispute, the Parties shall sign a binding memorandum of settlement setting out their agreement. This memorandum of settlement shall be released to the Hearing Committee.

f) In the event that all of the issues in dispute have not been settled, the remaining issues in dispute will be dealt with by the Hearing Committee.

3.3 Powers of the Superintendent of Education:

Prior to the commencement of the Suspension Appeal Hearing by the Board Hearing Committee, the current Superintendent of Education shall have the power to:

a) make a decision that the pupil not be suspended;

b) make a decision on alternatives to suspension, including alternative educational arrangements for the pupil;

c) confirm the suspension and the duration of the suspension;

d) confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
e) quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

Related Information

Appendices for this Policy

Appendix A: General Guidelines for an In-Person Hearing
Appendix B: General Guidelines for an Electronic Hearing

Procedures / Information for the Safe Schools Policies

Appendix A: Occurrences Requiring Police Response
Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)
Appendix C: Incident Reporting Form
Appendix D: Suicide Prevention Protocol
[Appendices A-D are set out at the beginning of the Safe Schools Policy Section.]

Board Policies

POLICY: Safe Schools – Access to School Premises
POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol
POLICY: Safe Schools – Code of Conduct
POLICY: Safe Schools – Delegation of Authority
POLICY: Safe Schools – Progressive Discipline
POLICY: Safe Schools – Pupil Suspension (Grades 4-12)
POLICY: Safe Schools – Pupil Suspension Appeal
POLICY: Safe Schools – Pupil Expulsion (JK – Grade 3)
POLICY: Safe Schools – Pupil Expulsion (Grades 4-12)
POLICY: Safe Schools – Pupil Expulsion Hearing

Other Relevant Board Policy and Procedure (Administration Category)

POLICY: Information (Personal) – Collection, Use and Disclosure
PROCEDURE A: Information (Personal) – Student Information

Legislation [see Ontario Government web site: e-laws]

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)
Education Act, ss. 306 - 309 (Pupil Suspension)
Education Act, ss. 310 – 316 (Suspension leading to Expulsion)
Access to School Premises (Ontario Regulation 474/00)
Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)
Suspension of Elementary School Pupils (Ontario Regulation 440/20)

Ministry of Education [see Ontario Ministry of Education web site]

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)

Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)
Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)
Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)
Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)
Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)
Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)

APPENDIX A: In-Person Hearing Guidelines

1. **Appearance Sheet:**
   Each Party, his or her representative and his or her witnesses shall print and sign his or her name and identify the reason for his or her presence (Parent, Pupil, Principal, Superintendent, Representative of Parent/Pupil/Principal, Witness for Parent/Pupil/Principal).

2. **Call to Order:**
   The Chair of the Hearing Committee shall call the meeting to order.

3. **Introduction of Hearing Committee, the Parties, their Representatives and Others:**
   The Chair of the Hearing Committee shall introduce the Hearing Committee and its legal representative, if he or she is present. The Secretary to the Committee shall read out the names of others present and the reason for their presence from the Appearance Sheet.

4. **Preliminary Matters:**
   The Chair shall ask the Parties if there are any preliminary matters to be dealt with.

5. **Procedure for Exclusion of Witnesses:**
   On request by a Party, the Chair may make an order to exclude witnesses from the hearing until it is their turn to testify. Parties to the Hearing, their representative and the pupil will not be excluded under an order to exclude witnesses.

6. **General Procedure:**
   a) Principal Case:
      Presentation of case by the Principal or their representative, and other witnesses.
   b) Parent/Student Case:
      Presentation of the case by student / parent or their representative and other witnesses.
   c) Submissions from the Principal or their representative:
      Summary of case and arguments.
   d) Submissions from the student, parent or their representative:
      Summary of case and arguments.

e) Further submissions from the Principal or their representative:
Reply to address any NEW matters in the student, parent or representative submission.

f) Hearing Committee Deliberations:
The Parties, their representatives and witnesses shall leave the hearing room. The Hearing Committee will deliberate and make its decision.

7. Documentary Evidence:

Each document introduced into evidence shall be consecutively numbered and a copy shall be provided for the other Party, the Secretary to the Hearing and each member of the Hearing Committee.

8. Witness Evidence:

a) Call witness into hearing room.

b) Swear witness.

c) Examination in Chief:
Party who called witness asks the witness a series of general questions to give the witness an opportunity to tell the Hearing Committee any information the witness has knowledge of which is relevant to the case. Generally, a Party who calls a person as a witness is not allowed to ask a leading question, a question which indicates the desired answer.

d) Cross-Examination:
The other party to the hearing has the right to test the evidence presented by the first party's witnesses by asking them questions including leading questions.

e) Reply:
After cross-examination the party calling the witness has the right to re-examine the witness to address any NEW matters which occurred in the cross-examination

f) Questions from the Hearing Committee:
On occasion members of the Hearing Committee may address questions to the witness usually on the completion of either the examination in chief or the cross-examination.

9. Swearing a Witness:

Could you please state your name.

I will be asking you to take an oath to tell the truth in these proceedings. Do you understand that after taking an oath or making a solemn affirmation you will have a moral obligation to tell the truth.

If you object to taking an oath on the Bible from conscientious scruples, or on the ground of your religious belief, or on the ground that the taking of an oath would have no binding effect on your conscience, you may make a solemn affirmation to tell the truth.

Do you wish to take an oath on the Bible to tell the truth or do you wish to make a solemn affirmation to tell the truth.

OATH ON THE BIBLE
Please take the Bible in your right hand.

Do you swear that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth, so help you God.

SOLEMN AFFIRMATION TO TELL THE TRUTH
Do you understand that a solemn affirmation is of the same force and effect as an oath on the Bible.

Do you make a solemn affirmation that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth,

APPENDIX B: Electronic Hearing Guidelines

PRE-HEARING

1. Video Conferencing Application.
The Hearing will be conducted using a video conferencing application.

2. Appearance Sheet Information (required three (3) school days prior to hearing):
Each Party, his or her representative and his or her witnesses shall provide the following information

- Name and status (principal, superintendent, parent, pupil, representative, witness),
- Email Address,
- Phone number.

3. Documents (required three (3) school days prior to hearing):
Each Party shall email a PDF or MS Word copy of the documents they wish to introduce to the relevant Superintendent.

4. Pre-Hearing Information Package
Each Party and their representative shall receive an information package with the Appearance Sheet and the documents (consecutively numbered) each party wishes to introduce.

HEARING

5. Video Conferencing Email Invitation:
Each Party, representative and witness shall receive an email invitation to the hearing. The hearing information will include the meeting ID and a passcode. We suggest writing down this information for your reference.

6. Hearings are Confidential
Hearings deal with confidential student, parent, and staff information. Therefore, recordings, photos or screen shots of hearings are prohibited. Only parties, their representatives, and witnesses (when called) should be participating or viewing the hearing.

7. Parties, representatives, and witnesses shall:

- sign in 10 minutes prior to the scheduled hearing start,
- ensure that the video conferencing application lists their correct name,
- be admitted to the video conference waiting room prior to being admitted to the main hearing room.

8. **Introduction of Hearing Committee, the Parties, their Representatives and Others:**
The Chair of the Hearing Committee shall introduce the Hearing Committee and its legal representative, if he or she is participating. The Secretary to the Committee shall read out the names of others participating and the reason for their participation from the Appearance Sheet.

9. **Procedure for Exclusion of Witnesses:**
On request by a Party, the Chair may make an order to exclude witnesses from the hearing until it is their turn to testify. These individuals will be placed in a video conference waiting room until it is time to testify. Parties to the Hearing, their representatives and the pupil will not be excluded under an order to exclude witnesses.

10. **Preliminary Matters:**
The Chair shall ask the Parties if there are any preliminary matters to be dealt with.

11. **General Procedure:**

a) Principal Case:
Presentation of case by the Principal or their representative, and other witnesses.

b) Parent/Student Case:
Presentation of the case by the student, parent or their representative and other witnesses.

c) Submissions from the Principal or their representative:
Summary of case and arguments.

d) Submissions from the student, parent, or their representative:
Summary of case and arguments.

e) Further submissions from the Principal or their representative:
Reply to address any NEW matters in the student, parent, or representative submission.

f) Hearing Committee Deliberations:
The Parties, their representatives and their witnesses will be disconnected. The Hearing Committee will deliberate and make its decision.

12. Witness Evidence:

a) Admit witness from the video conferencing waiting room.

b) Swear witness.

c) Examination in Chief:
Party who called witness asks the witness a series of general questions to give the witness an opportunity to tell the Hearing Committee any information the witness has knowledge of which is relevant to the case. Generally, a Party who calls a person as a witness is not allowed to ask a leading question, a question which indicates the desired answer.

d) Cross-Examination:
The other party to the hearing has the right to test the evidence presented by the first party's witnesses by asking them questions including leading questions.

e) Reply:
After cross-examination the party calling the witness has the right to re-examine the witness to address any NEW matters which occurred in the cross-examination

f) Questions from the Hearing Committee:
On occasion members of the Hearing Committee may address questions to the witness usually on the completion of either the examination in chief and cross-examination.

13. Swearing a Witness:

Could you please state your name.

I will be asking you to take an oath to tell the truth in these proceedings. Do you understand that after taking an oath or making a solemn affirmation you will have a moral obligation to tell the truth.

If you object to taking an oath on the Bible from conscientious scruples, or on the ground of your religious belief, or on the ground that the taking of an oath would have no binding effect on your conscience, you may make a solemn affirmation to tell the truth.

Do you wish to take an oath on the Bible to tell the truth or do you wish to make a solemn affirmation to tell the truth.

OATH ON THE BIBLE
Please take the Bible in your right hand.

Do you swear that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth, so help you God.

SOLEMN AFFIRMATION TO TELL THE TRUTH

Do you understand that a solemn affirmation is of the same force and effect as an oath on the Bible.

Do you make a solemn affirmation that the evidence to be given by you in this proceeding touching the matters in question between the Parties shall be the truth, the whole truth and nothing but the truth.

POLICY: Safe Schools – Reporting Child Abuse & Criminal Offences

I. Purpose of Policy

... sometime during their lives, about one in two females and one in three males have been victims of unwanted sexual acts. About four in five of these incidents first happened to these persons when they were children or youths. (Report of the committee on sexual offences against children and youths. (1984). *Sexual offences against children,* p. 175)

The ideal breeding ground for the development and repetition of child sexual abuse is a general conspiracy of silence, motivated by fear of scandal and of major repercussions for the institutions directly or indirectly concerned. (Canadian Conference of Catholic Bishops. (1992). *From Pain to Hope*, p. 22)

If a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect child abuse, the person shall immediately report the suspicion and the information on which it is based to a society [Renfrew County Family & Children's Services]. (*Child, Youth & Family Services Act*, 2017, s. 125 (1))

II. Policy Statement

1. Duty to Protect Students

Every School Board employee/representative, including a school volunteer, has a duty to take all possible reasonable precautions to protect students from being the victims of child abuse, criminal offences, sexual misconduct and other inappropriate behaviour.

2. Reporting Suspected Child Abuse

a) Legal Duty to Report if Child under 16:
Every School Board employee/representative including a school volunteer who has ***reasonable grounds to suspect*** that a child, under the age of 16 has suffered or is at risk of suffering ***child abuse*** has a LEGAL duty to forthwith (IMMEDIATELY) report the suspicion and the information it is based on to the Renfrew County Family and Children's Services. [613-735-6866]

b) Board Requirement to Report if Young Person 16-17:
Every School Board employee/representative including a school volunteer who has ***reasonable grounds to suspect*** that a young person, who is 16 or 17 years of age, has suffered or is at risk of suffering ***child abuse*** shall (IMMEDIATELY) report the suspicion and the information it is based on to the Renfrew County Family and Children's Services. [613-735-6866]

c) Consult Renfrew County Family & Children's Services for Direction:
Employees or representatives who are not sure as to whether the information they have requires a report to the Renfrew County Family and Children's Services shall consult with the Renfrew County Family and Children's Services for advice and direction. They shall also advise the appropriate Board Supervisory Officer in writing of the consultation.

3. Reporting Particulars

a) Duty to Report Suspected Child Abuse or the Risk of Child Abuse:

- IMMEDIATE: The individual suspecting the abuse is obligated to make the report forthwith or immediately to the Renfrew County Family and Children's Services.
- PERSONAL: The individual suspecting the abuse is obligated to personally make the report to the Renfrew County Family and Children's Services himself or herself. (This duty cannot be delegated to another individual.)
- CONTINUING: The individual suspecting the abuse is obligated to make further reports to the Renfrew County Family and Children's Services on receiving any additional information or having additional reasons to suspect child abuse. (The reporting obligation does not cease with the making of the first report on a particular situation to the Renfrew County Family and Children's Services.)

b) Reporting Form:
Reports should be made on the FORM, Referral to the Renfrew Family & Children's Services.

c) Guidelines to Assist Staff to Report Child Abuse:
The following Appendices provide guidelines to assist staff to report child abuse:

- Appendix A – Possible Signs of Child Abuse;
- Appendix B – Responding to Abuse Allegations;
- Appendix C – Reporting to Renfrew Family & Children's Services.

d) Notice to the Alleged Offender:
The Renfrew County Family and Children's Services / Local Police Services have the sole responsibility for providing any information to the alleged offender.

4. Reporting Criminal Offences

a) *Duty to Report Suspected Criminal Offence(s):*
Every School Board employee/representative including a school volunteer who has reasonable grounds to suspect that a student, who is 16 years of age or older, has suffered:

- physical assault causing bodily harm requiring medical attention;
- relationship-based violence;
- sexual assault; or
- another sexual offence.

has a duty to forthwith (IMMEDIATELY) report the suspicion and the information it is based on to the appropriate Police Services.

b) *Report of Suspected Criminal Offence suffered by Student (16-17) to FCS:*
If the criminal offence has been reported to the Renfrew County Family and Children's Services (FCS) as child abuse, the FCS will notify the appropriate local police force.

c) *Notice to the Alleged Offender:*
The Renfrew County Family and Children's Services / Local Police Services have the sole responsibility for providing any information to the alleged offender.

5. Reporting Sexual Misconduct & Inappropriate Behaviour

All incidents of sexual misconduct and inappropriate behaviour towards students ***must be reported*** in accordance with the Safe Schools – Sexual Misconduct & Inappropriate Behaviour Reporting Policy.

6. Employee Obligations

a) *Notice and Copy of Report:*
Every School Board employee/representative including a school volunteer who has made a child abuse report to the Renfrew Family and Children's Services or a report to the appropriate Police Services shall notify his or her immediate supervisor and the appropriate Supervisory Officer and give his or her immediate supervisor a copy of the said report.

b) *Co-operation with FCS/Police Investigation:*
The Board expects all its employees to co-operate fully with any Renfrew Family and Children's Services/Police investigation of suspected abuse or suspected criminal offences.

7. Consequences of Non-Reporting

a) Possible Consequences of Non-Reporting for Specified Professionals:
For teachers, school principals, social workers and psychologists a failure to report suspected child abuse is an offence under the *Child, Youth & Family Services Act, 2017* and may also constitute professional misconduct warranting action by the Ontario College of Teachers or other applicable regulatory body.

b) Possible Consequences of Non-Reporting for All Board Employees:
The Board may impose discipline on employees who fail to report suspected child abuse or suspected criminal offences up to and including termination of employment.

8. Support

a) Support for Student/Parents:
Assistance from Board resources is available for student victims of sexual misconduct and inappropriate behaviour and their parents. All employees are expected to support and to seek support from Student Services for victims of sexual misconduct and inappropriate behaviour.

b) Support for Reporting Employee:
Support is available for the reporting employee from the Board's Employee Assistance Program.

III. Definitions

child means a person younger than 18.
[NOTE: The legal duty to report child abuse in the *Child, Youth and Family Services Act, 2017* applies to a child under the age of 16. However, under this Board Policy there is a duty to report child abuse suffered by a student who is 16 or 17 years of age.]

child abuse is when a child suffers or is at risk of suffering from:

- physical harm;
- sexual abuse or sexual exploitation;
- harm from failure to seek medical treatment;
- emotional harm demonstrated by serious, anxiety, depression, withdrawal, self-destructive or aggressive behaviour, or delayed development; and
- neglect which can result in injury or psychological damage to a child

inflicted by the person having charge of the child or caused by or resulting from that person's negligence.

physical abuse is the deliberate application of force to any part of a child's body, which results in or may result in a non-accidental injury.

sexual abuse is:

- sexual intercourse or other forms of physical sexual relations between a person and a child,
- touching of a sexual nature, of a child by a person, or
- behaviour, remarks or conduct of a sexual nature by a person, in person or electronically (such as texts and social media), towards a child.

emotional maltreatement involves an attack on a child sense of self and involves acts or omissions by the parents or caregivers that have caused or could cause serious behavioural, cognitive, emotional or mental disorders.

neglect occurs when a child's parents or other caregivers are not providing essential requisites to a child's emotional, psychological and physical development.

What Constitutes Reasonable Grounds to Suspect

… information that a child "may be" in danger or in need of protection suffices to trigger the duty to report. [Individuals] were not obliged to conduct their own investigation of the suspected abuse, nor were they required to have reasonable cause to believe abuse had in fact occurred before making a report. They were, however, obliged to have reasonable cause to make a report to Child Protection Services, i.e. to ***possess information that the Child Protection Services reasonably ought to be asked to look into***, even if it turned out to be misinformation. (*Young v. Bella*, 2006 Supreme Court of Canada, Headnote)

IV. Related Information

Appendices / Forms for this Policy

Appendix A: Possible Signs of Child Abuse
Appendix B: Responding to Abuse Disclosures
Appendix C: Reporting to Renfrew Family & Children's Services (FCS)
Form: Referral to Family & Children's Services

Related Board Policies and Appendices

POLICY: Reporting Sexual Misconduct / Inappropriate Behaviour
Safe Schools - Appendix A - Occurrences Requiring Police Response

Legislation

Child, Youth and Family Services Act, 2017
Ontario College of Teachers Act and Regulation 437/97 (Professional Misconduct)

Ministry of Education

PPM No. 9 - Duty to Report Children in Need of Protection (7-Jan-19)

Ontario College of Teachers Professional Advisories

Professional Boundaries (1-Oct-20)
Professional Misconduct of a Sexual Nature (27-Sep-19)

APPENDIX A: Possible Signs of Child Abuse

Physical Abuse

- ☐ Use or threat of deliberate physical force that results in pain or injury or creates a genuine risk of harm to the child, which can occur as an isolated incident or over a period of time.
- ☐ Punching, slapping, shaking, burning, biting, throwing, hair pulling, beating, kicking, cutting and throwing objects. Signs or indicators may include such things as bruising, burns, bites and cuts.
- ☐ Consistent and intentional neglect and failure to supervise adequately.

Sexual Abuse

- ☐ Sexual touching/activity, exposure, sexual suggestiveness, harassment, underage pregnancy, or observation of sexual behaviour.
- ☐ Grooming for sexual abuse, sexual exploitation, incest, interference or molestation, including child pornography.

Emotional Abuse

- ☐ Repeated treatment that negatively affects the child's sense of self-worth or self-esteem and impairs the child's growth, development and psychological functioning.
- ☐ Yelling, ignoring, rejecting, demeaning, isolating or exposing the child to domestic violence.

Domestic Violence

- ☐ Violent or abusive behavior occurring within the child's home, usually involving the abuse of a partner or spouse.
- ☐ All acts that eliminate a nurturing environment for the child.

Neglect

- ☐ Failure of a parent or caregiver to provide the child with basic needs such as adequate food, sleep, safety, supervision, clothing or medical treatment.
- ☐ Failure to provide, support or consent to treatment where a child has a medical, mental, emotional or developmental condition requiring treatment.

Caregiver Issues

- ☐ Failure to provide adequate care and custody of the child when the child's parent or caregiver has died or is absent
- ☐ Failure of a residential care facility to resume custody, care and supervision of the child when the parent or caregiver refuses to.
- ☐ Substance abuse or mental health concerns that have an impact on a child's safety or well-being.

[Ontario College of Teachers. (2017). *Professional Advisory – Duty to Report*. (pp. 4-5)]

APPENDIX B: Responding to Abuse Allegations

respond to student	• This sounds important. Could you come and see me at the break (recess, lunch, after school) and we can talk about it.
meet in private not during class	• [Arrange to meet with student in private.]
actively listen to the student	• Tell me what happened in your own words. • This is important and I need to write this down. • What happened next? How did this happen? • [Don't interrupt the student. Let the student finish his or her story. Be physically attentive. Maintain eye contact. Use vocal cues to encourage the student to continue. Ask only general questions (who, what, where, when, how, why).
remain calm & don't overreact	• [Be aware of your own feelings (anger, disbelief, disgust) and stay calm. Keep an open mind.]
record what the student says & your observations	• [Date, time and place of meeting with student; name of student; student's story in his or her own words; name of alleged abuser. your own observations. RETAIN YOUR ORIGINAL NOTES.]
reassure the student	• I am glad you told me. You did the right thing. • You are not alone. This has happened to other students. • I have to tell some other people what has happened, and they will try to help. • [Stay with the student, if he or she is upset.]
report as soon as possible	• Child Abuse: Call Renfrew Family & Children's Services. • Criminal Code Offence: Call Police and Superintendent. • Other Inappropriate Behaviour: Call Superintendent.

APPENDIX C: Reporting to Renfrew Family & Children's Services (FCS)

phone call	• Record date, time, FCS Office and name of FCS person(s).
identify yourself	• Give your name, position, school name, address and phone number.
information on child	• Give the name of child; child's birth date; names, addresses and phone numbers of child's parents and/or guardians.
first report or continuing report	• Indicate if this is the first report of child abuse or a continuing or additional report of child abuse in a matter already reported.
report allegations & observations	• Report what student told you about child abuse. • Report your own observations of child abuse including nature and extent of injuries, if any.
other information	• Advise FCS of the names, positions and agencies of other entities which may be involved. • Advise FCS of any other relevant information.
complete FCS referral form	• Fill in missing information on FCS Referral Form for Suspected Child Abuse.
file and forward FCS referral form	• Retain a copy of FCS Referral Form for your records. • Retain all of the original written records you made at the time of the student disclosure and/or at the time of your observations. • Forward copies of the FCS Referral Form to the FCS and to the appropriate Superintendent.
advise Superintendent of FCS report	• Advise your Superintendent of the particulars of your report to the FCS.

FORM: Referral to Renfrew Family & Children's Services (FCS)

Follow-up to telephone consultation/referral made with the Renfrew Family & Children's Services on

_____ _____with
Date/time Location

_____
FCS Worker

CHILD'S NAME: _____/ _____/ _____
Last Name (Legal) First Middle

AGE: _____ DATE OF BIRTH: _____/_____/_____ SEX: M F
Year Month Day

NAMES AND ADDRESSES OF PARENT(S) OR OTHER PERSON(S) RESPONSIBLE FOR CHILD'S CARE:
Father: _____ Telephone:_____
Address: _____

Mother: _____ Telephone:_____
Address: _____

Other: _____ Telephone:_____
Address: _____

INDICATE THE SOURCE OF YOUR SUSPICIONS: Observations ☐ Disclosure ☐
HAVE OTHER REPORTS BEEN FILED? Yes ☐ No ☐

REPORT CONCERNS/SUSPICIONS RELATED TO CHILD(REN) WHO IS/ARE OR MAY BE IN NEED OF PROTECTION. (Include description of actual/potential abuse or neglect, nature and extent of injuries and any other concerns):

_____
_____
_____
_____
_____
_____
_____

OTHER PROFESSIONALS/AGENCIES INVOLVED (if any):

Name	Position	Agency
_____	_____	_____
_____	_____	_____

NAME OF PERSON REPORTING / DATE: _____/_____

POLICY: Safe Schools – Reporting Sexual Misconduct & Inappropriate Behaviour

I. Purpose of Policy

... children are our most precious asset. Schools are intended to be healthy nurturing environments within which children can safely learn and grow. (Robins, S.L. (2000). *Protecting our children: A report to identify and prevent sexual misconduct in Ontario schools*. p. 2)

Sexual Misconduct is rare, but we do know that it happens and we regard it as a serious breach of public trust. We are offering clearer rules and new guidelines ... so that sexual misconduct will be more effectively prevented, detected earlier and dealt with promptly. (Ontario College of Teachers' Chair, Larry Capstick, 23-Mar-2001)

II. Policy Statement

1. Duty to Protect Students

Every School Board employee/representative, including a school volunteer, has a duty to ***take all possible reasonable precautions*** to protect students from being the victims of child abuse, criminal offences, sexual misconduct and other inappropriate behaviour.

2. Reporting Suspected Child Abuse and Suspected Criminal Offences

Sexual misconduct which is ***suspected child abuse and suspected criminal offences against students*** such as physical assaults, sexual assaults or other sexual offences ***must be reported*** in accordance with the Safe Schools – Reporting Child Abuse & Criminal Offences Policy.

3. Reporting Sexual Misconduct / Inappropriate Behaviour

a) Obligation to Report:
Every School Board employee/representative including a school volunteer, who has reasonable grounds to suspect that a student has been the victim of sexual misconduct or inappropriate behaviour which is not child abus***e must report*** the suspicion forthwith (immediately), and the information upon which it is based to their Principal, Supervisor, Superintendent, or designate. If the alleged perpetrator is the reporting entity, you must report to the next higher level in the Board's chain of command.

b) Form A –Report to Principal / Supervisor / Superintendent:

i) All Reports (including any continuing reports) shall be made on Form A.

ii) For multiple victims submit a separate Form A for each individual student.

iii) Form A and any related documents shall be personally delivered to your Principal, Supervisor or Superintendent. Principals and Supervisors shall personally deliver Form A and any related documents to the appropriate Superintendent.

iv) The Superintendent shall give the completed Form A and any related documents to the Board's Administration Assistant to the Superintendents of Educational Services for permanent confidential storage.

c) Procedure A –Investigate & Respond

Procedure A sets out a checklist for investigating and responding to incidents / complaints of sexual misconduct and of inappropriate behaviour which do not constitute child abuse or a related criminal offence.

4. Consequences of Non-Reporting

a) Possible Consequences of Non-Reporting for All Board Employees:

The Board may impose discipline, up to and including termination of employment, on employees who fail to report suspected sexual misconduct or suspected inappropriate behaviour.

b) Possible Consequences of Non-Reporting for Specified Professionals:

For teachers, school principals, social workers and psychologists and other regulated professions a failure to report suspected sexual misconduct or suspected inappropriate behaviour may constitute professional misconduct warranting action by the Ontario College of Teachers or other applicable regulatory body.

5. Teacher Adverse Report

a) Child Abuse Adverse Report NOT Required

If a teacher reports suspected sexual abuse by a teacher or sexual misconduct including behaviour or remarks of a sexual nature towards a student by a teacher, the reporting teacher ***does not have an obligation*** to provide a copy of the report to the alleged teacher offender. (Teaching Professions Act, s. 12 (2) (3))

b) Inappropriate Behaviour Adverse Report Required

If a teacher reports suspected inappropriate behaviour by a teacher which is not sexual abuse or sexual misconduct, the reporting teacher should provide a copy of the report to the alleged teacher offender at the earliest possible time and not later than three days after making the report. (Regulation made under the Teaching Professions Act, s. 18 (1) (b))

6. Support

a) *Support for Student/Parents:*
Assistance from Board resources is available for student victims of sexual misconduct and inappropriate behaviour and for their parents. All employees are expected to support and to seek support from Student Services for victims of sexual misconduct and inappropriate behaviour.

b) *Support for Reporting Employee:*
Support is available for the reporting employee from the Board's Employee Assistance Program.

III. Definitions

SEXUAL MISCONDUCT REPORTING DEFINITIONS
sexual misconduct includes, but is not limited to:

- Sexual Harassment:
  Objectionable comments or conduct of a sexual nature, in person or electronically, that may affect a student's personal integrity / security or the school environment. These may not be overtly sexual but nonetheless demean or cause personal embarrassment to a student based upon a student's gender, race, sexual orientation or other personal characteristic.
- Inappropriate Student Relationships:
  Any conduct directed to establishing an inappropriate relationship with a student / former student under the age of 18, or with a special needs student / former special needs student under the age of 22 including intimate letters from teacher to student, personal phone calls, sexualized dialogue through the internet, suggestive comments in the classroom and dating.

  [If the ***sexual misconduct appears to be child abuse***, you have a LEGAL duty to forthwith (IMMEDIATELY) report the suspicion and the information it is based on to the Family and Children's Services of Renfrew County. [613-735-6866] in accordance with the Board's Safe Schools – Child Abuse Reporting Child Abuse & Criminal Offences Policy.]

INAPPROPRIATE BEHAVIOUR REPORTING DEFINITIONS
inappropriate behaviour which should be reported

- inviting individual students to one's home,
- seeing students in private and isolated situations,
- exchanging personal notes, comments or e-mails with students,
- giving personal gifts to students,
- sharing personal information about themselves,
- making physical contact of a sexual nature.

social media behaviour which should be reported

- intimate or personal texting with students;
- inviting students to meet privately or without a valid educational context;
- sending personal email or social networking contact information to students to communicate for personal reasons;
- using informal and unprofessional language with students, such as profanity;
- criticizing students, parents or colleagues openly on Facebook;
- posting or forwarding content, links or comments that might be considered offensive, discriminatory or inconsistent with professional or ethical standards.

other behaviour which should be reported

- sending graphic sexual materials electronically to students,
- using school equipment to access, view or download pornography, including child pornography,
- luring students and non-students via the Internet, as defined by the *Criminal Code*.

guidelines for assessing if the activity is inappropriate include:

- Is the activity known to or approved by supervisors and/or parents?
- Is the student physically isolated from others (e.g., behind closed doors)?
- Is the activity necessary because of urgent circumstances or an emergency?
- Will the activity have a detrimental effect on the educational environment?
- Could the activity be viewed as conduct intended to promote or facilitate an inappropriate personal relationship with a student?
- Does the activity pose a risk for the personal integrity or security of a student or increase a student's level of discomfort?
- Is the activity in the best interests of the student?

IV. Related Information

Procedure / Form for this Policy

Procedure A: Investigate & Respond
Form A: Report to Principal / Supervisor / Superintendent

Related Board Policies

POLICY: Reporting Child Abuse & Criminal Offences

Legislation

Child, Youth and Family Services Act, 2017
Ontario College of Teachers Act and Regulation 437/97 (Professional Misconduct)
Teaching Professions Act
Regulation made under the Teaching Professions Act

Ontario College of Teachers

Professional Advisory: Maintaining Professionalism – use of electronic communications and social media (27-Sep-2017)

Professional Advisory: Professional Misconduct of a Sexual Nature (27-Sep-2019)

PROCEDURE A: Investigate & Respond

Introduction

Procedure A sets out a checklist for investigating and responding to incidents / complaints of sexual misconduct and of inappropriate behaviour which do not constitute child abuse or a related criminal offence.

[Note: Some of the investigation steps may occur in a different sequence than set out below. For this reason, it is important to review all the steps (including Step 12 – Possible Ontario College of Teachers Report) and take any necessary preliminary action.]

1. Confidential Reports to the Elected Board of Trustees

☐ Report of Allegations: Board staff have received allegations of sexual misconduct and inappropriate behaviour against a Board employee. (Note: depending on what is public knowledge, the name of the Board employee may be withheld at this point in time.)

☐ After assessment of the allegations, Board staff will (circle decision):

- conduct an investigation (internal or external) or
- utilize an informal resolution process with the relevant parties.

☐ Final Assessment Report Summary (findings) / results of investigation)

OR

Final Assessment Report.

☐ Corrective Action Taken (including disciplinary action).

2. Investigation (Principal / Investigator, Staff Review Team or External Investigator)

☐ Assessment of Allegations: Superintendent in consultation with the relevant Principal or Supervisor.

☐ Investigation decision with Reasons. Board staff will (circle decision):

conduct an investigation

OR

utilize an informal resolution process with the relevant parties.

☐ Investigator(s) (circle investigator selected):

Non-involved Supervisor or non-involved Principal (less serious allegations).

OR

Staff Review Team of non-involved Superintendent and Manager of Human Resources Services (serious allegations).

OR

Director appoints an external Investigator (serious allegations).

3. Representation for an Alleged Offender

☐ Unionized employees have a right to have their union representative present at any investigative meeting or a meeting which may result in disciplinary action (including suspension with pay).

☐ Non-unionized employees have a right to have a representative present at any investigative meeting or a meeting which may result in disciplinary action.

4. Representation for a Complainant / Witness

☐ Unionized employees have a right to have their union representative present at any investigative meeting resulting from an incident or complaint of sexual misconduct or inappropriate behaviour.

☐ Non-unionized employees have a right to have a representative present at any investigative meeting resulting from an incident or complaint of sexual misconduct or inappropriate behaviour.

5. Preliminary Assessment Report

☐ Draft Preliminary Assessment Report: what happened and what action is recommended.

☐ Preliminary Assessment Report: reviewed and approved by the Manager of Human Resources Services.

6. Natural Justice and Alleged Offender Interview

☐ Natural Justice: a person whose rights, privileges or interests may be affected by an administrative decision shall be given:

- the right to hear the case against him or her and
- the right to make a response to the deciding person or deciding body prior to the decision being made.

☐ Alleged Offender interview with appropriate representation to provide and review the Preliminary Assessment Report.

☐ Alleged Offender given a minimum of 14 calendar days to review the Preliminary Assessment Report and make a written response.

7. Final Assessment Report & Action

☐ Consider written response of alleged offender to the Preliminary Assessment Report

☐ Draft Final Assessment Report: what happened and what action is required / recommended.

☐ Final Assessment Report: reviewed and approved by the Manager of Human Resources Services.

☐ Corrective Action Taken (including disciplinary action): record in the appropriate files.

8. Reporting to Complainant(s)

☐ Final Assessment Report Summary (findings) / results of investigation).

☐ Corrective Action Taken (including disciplinary action) to maintain a harassment free work environment: record in the appropriate files.

9. Reporting to Parents of a Student Victim / Student

☐ Advise the student's parents of the results of the investigation and of the action the Board has taken to maintain a safe learning environment, unless the student

a) is at least 18 years old or
b) is 16 or 17 years old and has withdrawn from parental control.

☐ Advise the student (age 16 or over) of the results of the investigation and of the action the Board has taken to maintain a safe learning environment.

10. Support for Student / Parents and Reporting Employee

☐ Advise student / parents about assistance from Board resources.

☐ Advise reporting employee about assistance from Board's Employee Assistance Program (EAP).

11. Possible Report to the Ontario College of Teachers

☐ If you terminate, suspend or impose employment restrictions on a member of the Ontario College of Teachers:

- review the statutory reporting obligations under Part IX.1 (Reporting Requirements related to Professional Misconduct) of the Ontario College of Teachers Act and
- make any required reports.

12. Record of Complaint, Investigation and Action Taken

☐ Report of the investigation, supporting documents and Board response shall be retained permanently by the Board's Administration Assistant to the Superintendents of Educational Services in a confidential Board Folder. (Note: check any applicable collective agreement for retention restrictions.)

☐ Discipline Administered: file the necessary disciplinary documentation in the employee's personnel file.

☐ Informal Dispute Resolution: the original complaint, the results of the informal dispute resolution process and the records from any follow up or monitoring of the situation shall be retained permanently by the Board's Administration Assistant to the Superintendents of Educational Services in a confidential Board Folder.

FORM A: Report to Principal / Supervisor / Superintendent

Person Reporting:

Last Name	First Name	Work Phone Number
Work Location	Work Address	Work Position

Information on Student Victim

Student's Last Name	Student's First Name	Student's Middle Name
		Male Female Listed Below
Student's Age	DOB (YYYY / MM / DD)	Sex
Student's School	Student's Grade	Student's Primary Teacher

Father's Name / Phone

Address

Mother's Name / Phone

Address

Other's Name / Phone / Relationship

Address

Disclosure / Observation Information:

Who has disclosed a suspicion of sexual misconduct / inappropriate behaviour to you.

NAME:

SCHOOL / GRADE
(if student):

Address & Phone No.
(if non-student):

RELATIONSHIP
(if non-student):

DATE & TIME
of Disclosure:

Where and When Disclosures and/or Observations took place:

LOCATION:

DATE & TIME
of Observations:

Disclosures and/or Observations (what was reported to you or what you observed):

Your Signature and Date

NOTE: Form A and any related documents shall be personally delivered to your Supervisor / Principal / Superintendent. Principals and Supervisors shall personally deliver these documents to their Superintendent.

POLICY: School Generated Funds

I. Purpose of Policy

The Board recognizes the reality of fund-raising in its schools to provide support for education programs. Fund-raising efforts shall be carried out in accordance with Ontario Regulation 298 and Ministry Fundraising Guidelines.

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

II. Policy Statement

1. General Provisions:

a) Under certain circumstances, the Principal may exercise their discretion with respect to fund-raising.

b) Fund-raising which involves the direct sale of tickets or of any article to persons outside the school building or the school grounds shall require approval of the Director of Education.

c) Fund-raising should have a designated purpose and the proceeds should be used for the intended purpose.

2. Protection of Pupils:

The Principal shall make every effort to ensure that no pupil is embarrassed, deprived, or otherwise placed in a disadvantaged position as a result of a fund-raising activity of any kind in the school.

3. Legislation:

Fund-raising in schools shall comply with section 25 of Ontario Regulation 298 (Operations of Schools – General) made under the Education Act.

a) It is the duty of a pupil to ensure that any canvassing or fund-raising activity on school property by the pupil is carried on only with the consent of the board that operates the school.

b) No Principal, Vice-Principal or Teacher, without prior approval of the board that operates the school at which they are employed, shall authorize any canvassing or fund-raising activity that involves the participation of one or more pupils attending the school.

4. Fundraising Requirements:

Fund-raising in schools shall be carried out in accordance with Ministry Fundraising Guidelines and *Procedure A - Checklist*.

5. Catholic School Council Requirements:

When the Catholic School Council is the only formal parent organization within the school, fund-raising may be one of its goals. If this is the case, a fund-raising sub-committee is recommended and is to be composed of council members and the school Principal. School Council activities are to be reported in School Banking to facilitate Ministry reporting.

6. Use of Cash Online:

The use of School Cash Online (parents pay online for school activities) should be promoted and recommended to all parents to minimize cash sent to the school. All school fund-raising activities should be entered online through the School Cash Online program to minimize the amount of cash collected at the school level.

7. Annual School Fundraising Report

Each school should prepare an annual report at the end of the school year on school-generated funds. The report should be reviewed and approved by the Principal of the school.

III. Related Information

Procedures and Appendices for this Policy

PROCEDURE A: Checklist

APPENDICES for School Generated Funds

APPENDIX A: Annual Plan
APPENDIX B: Budget Form
APPENDIX C: Funds Collected Form
APPENDIX D: Information to be Recorded & Retained
APPENDIX E: Transfer Form
APPENDIX F: Overview of Account Balances for Year End

Related Board Policies

POLICY: Fees for Learning Materials and Activities
POLICY: School Trips

Ministry of Education

(2012). Ministry Fundraising Guideline
(March 2012). Ministry Fees for Learning Materials and Activities Guideline March

PROCEDURE A: Checklist

Procedure A set out a checklist for superintendents, school administrators, school council members, parents and students to follow when generating school funds.

1. School Annual Planning

☐ Develop the Annual Plan using the APPENDIX A – Annual Plan template.

☐ Submit a copy of the Annual Plan to the Director of Education office by November 30th of the school year with a copy to Business Services.

☐ Obtain Director of Education approval for the Annual Plan early in the school year.

☐ List all planned fundraising activities for the year with their expected revenues and expenses. Revise during the year, if fund-raising activities change.

☐ Set out the purpose of the fund-raising activity and the intended use of the net proceeds generated using the APPENDIX B – Budget Form template.

☐ Obtain Principal approval for purpose and intended use of fund-raising.

☐ Principal shall communicate purpose and intended use of fund-raising to all stakeholders using the APPENDIX B – Budget Form template.

☐ Board will monitor the Annual Plan compared to the actual activities that took place during the year using APPENDIX B – Budget Form template.

2. Cash Handling and Safeguarding of Assets

☐ Promote and recommend to all parents the use of School Cash Online (parents pay online for school activities) to eliminate cash sent to the school.

☐ Enter all school fund-raising activities online through the School Cash Online program to minimize the amount of cash collected at the school level.

☐ Procedure for cash collected at the School:

- ***Student:***
  - Bring cash to school in a small ***sealed*** envelope.
  - Hand to the teacher in the morning.

- ***Teacher***:
  - ***S***ummarize the small envelopes received.
  - Note the names of the students and purpose of activity.
  - Do NOT keep funds in the classroom overnight.
  - Place all small envelopes into a bigger envelope, seal envelope and take it to the School Office.
- ***School Office:***
  - Deposit the envelope into a secured drop box or give the envelope directly to a School Secretary.
- ***School Secretary:***
  - Record the envelope into a log book that is kept at the office noting the teacher's name and date.
  - Promptly store the envelope in a safe or secured location.
  - When ready to count, cross reference the log book to the envelopes that are in the safe secure location ensuring that all are accounted for.
  - Obtain the help of a second individual to count the cash.
  - Perform the cash count in a secure location without heavy traffic.
    (NOTE: The count should be completed without interruption. If the count must be stopped for any reason, the money must be placed back in the envelope and returned to the safe until the count can be resumed.)
  - Second individual will perform the initial count, documenting the amounts on the APPENDIX C – Funds Collective Form.
  - School Secretary: verify the count and complete the "*office use"* section of the APPENDIX C – Funds Collective Form.
  - School Secretary: discuss any difference with the count prior to the final sign off on the APPENDIX C – Funds Collective Form.
  - Prepare the bank deposit after the transactions are recorded.
  - Retain and file all Funds Collected Forms.
- ***Bank Deposits:***
  - ***Elementary Schools***: Monthly or when there is excess cash on hand greater than $1,000 unless the school has other cash safeguarding procedures approved by the Board.
  - ***Secondary Schools:*** Bi-weekly or when there is excess cash on hand greater than $1,000 unless the school has other cash safeguarding procedures approved by the Board.
- ***School Principal***
  - Approve and sign all bank deposits.

3. School Record Retention

☐ Retain supporting documents for both the revenue and expense streams for a period of seven years.

☐ Obtain and keep documents to back up all amounts received and deposited at the bank (stamped or signed bank deposit slips).

☐ Once an activity is completed, use the guidelines in APPENDIX D – Recorded and Retained Information to reconcile the amounts collected and deposited to the supporting documentation for reasonableness.

4. Disbursements

☐ Obtain approval for all purchases prior to them being incurred.

☐ Submit invoices or receipts to the School Secretary for payment.

☐ School Principal documents their approval by initialling directly on the invoice.

☐ Get printed cheques signed by two individuals:
- the School Principal and
- either the School Secretary or the School Council Chair.

☐ Obtain Superintendent approval for reimbursements directly to the School Principal.

☐ After the cheque is issued, mark the invoice as paid before being filed, noting the cheque number and date of payment.

5. Banking

☐ Establish or ensure that the bank account is in the name of the School not in the name of an individual person.

☐ Arrange for three signing authorities on every bank account so that two of the three individuals are available to sign cheques when needed. The ***School Principal is a mandatory signature*** with one of the other two individuals as the second signature.

☐ ***School Secretary:*** prepare and sign bank reconciliations all bank accounts within thirty days of month end.

☐ ***School Principal:*** review and approve the bank reconciliation(s) within thirty days of month end.

☐ ***School Secretary:*** file the scanned cancelled cheques or a photocopy of the signed cheque to ensure there is a record of proper signatures and payee.

☐ ***School Secretary:*** store blank cheques in a secure location

6. Use of Funds

☐ Only use school generated funds to ***directly benefit*** the students and not staff (e.g., purchasing cream for coffee with student milk money is not permitted).

☐ Spend all funds collected in a school year in that same school year.

☐ Develop a short-term plan for funds which were collected for a multi-year fundraiser, such as technology or playground equipment.

☐ Budget all activities to collect sufficient funds to cover all expected costs.

☐ If negative category balances do arise, analyze these activities for future viability. In addition, transfer funds from other categories to cover the negative balances in that same period.

☐ Deposit all cash proceeds intact and pay related expenses by school issued cheque.

☐ Use the transfer form from APPENDIX E – Transfer Request Form, whenever transfers are performed. (NOTE: the School Principal's approval and an explanation for the transfer are required.)

7. Year End Reporting

☐ At the end of each school year, prepare and submit APPENDIX F - Overview of Account Balances to the Administration Office explaining any large variances (>$5,000).

☐ Review year end category balances, giving priority to any categories with negative balances and perform transfers from other categories to cover deficit or provide direction to Administration Office to perform during year-end rollover process using APPENDIX F - Overview of Account Balances.

APPENDICES for School Generated Funds

APPENDIX A - Annual Plan

APPENDIX B - Budget Form

APPENDIX C - Funds Collected Form

APPENDIX D – Information to be Recorded & Retained

APPENDIX E – Transfer Request Form

APPENDIX F - Overview of Account Balances for Year End

Additional Resources

School Fundraising Guide

School Food and Beverage Policy Guides

School Councils

Fees and Learning Materials and Activities Guideline

OASBO School Generated Funds Guidelines

School Generated Funds APPENDIX A: Annual Plan

Fundraising Plan for the Year

School Name

School Year

Activity (1)	Expected Revenue	Expected Expense	Expected Date (1)	Purpose of Funds Collected
Hat Fridays	$2.00		Every first Friday of the month	Class Field Trip
Terry Fox	Donations		September	Terry Fox Foundation
Pizza Day	$3/slice		last Friday of the month	Technology - purchase 2 ipads
Magazines	per items purchased		March	Playground equipment
Cookie Dough Campaign	per items purchased		December	Christmas concert
Spaghetti Night	$5/plate		October	Costa Rica fieldtrip - Gr. 12

School Generated Funds APPENDIX B - Budget Form (p. 1)

School Actvities (Excursions, Field Trips, Sporting Events/Tournaments)

1. This form must be completed and submitted to the Principal for approval prior to the activity where school activity money will be collected from students, staff, parents, community or others.
2. All trips must recover all costs unless funded by school.

Description of Activity

Date of Activity: _____

	Budget calculated amount to be collected	Actual amount collected	Notes
Funds To Be Collected			
Collection from Students (detailed listing on back)	$	$	
Collection from staff (detailed listing on back)			
Collection from parents (detailed listing on back)			
Collection from community (detailed listing on back)			
Fundraising			
School Contribution			
Other (provide details on back)			
A. Total Funds to be Collected	**$**	**$**	

Expense To Be Paid			
Accommodation (provide # of rooms and price per room)	$	$	
Parking (provide # of vehicles parked and prie per spot)			
Rental vehicle (provide # of vehicles and price per vehicle)			
Gas			
Tickets (provide # of tickets and price per ticket)			
B. Total Expenses to be Paid	**$**	**$**	

SURPLUS (SHORTFALL) FUNDS (A minus B)	**$**
SHORTFALL TO BE FUNDED FROM….	
SURPLUS WILL BE USED TO FUND….	

_____ _____

Principal Authorization — Principal: Reconciliation Closed

Date of Approval: _____

School Generated Funds APPENDIX B - Budget Form (p. 2)
School Activites (Excursions, Field Trips, Sporting Events/Tournaments)

DETAILED LISTING OF MONEY BEING COLLECTED					
	Budget	Actual			Notes
Student/Staff/ Organization Name	Amount collectible ($)	Amount Collected ($)	Date Collected	Type of Collection (Cash; Cheque)	Explanation if Not Collected
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

Principal: Authorization to Collect ***DATE***

School Generated Funds APPENDIX C - Funds Collected Form (p. 1)

School Name

Funds Collected for School Year

School Year

Bills		
	Quantity	Amount
$5.00		
$10.00		
$20.00		
$50.00		
$100.00		
Total Bills		

Rolled Coins		
	Quantity	Amount
$0.05		
$0.10		
$0.25		
$0.50		
$1.00		
$2.00		
Total Rolled		

Loose Coins		
	Quantity	Amount
$0.05		
$0.10		
$0.25		
$0.50		
$1.00		
$2.00		
Total Loose		

Cheques	
Cheque #	Amount
Total Cheque:	

Summary	
Bill Total:	
Total Rolled Coin:	
Total Loose Coin:	
Total Cheques:	
otal Amount collected:	

Collection	
Date:	
Collector's Name:	
Name of Account:	
Event/Source of funds:	

Office Use Only

Actual Funds Counted	
Difference (should be 0)	

Counted by_____ Date _____

School Generated Funds APPENDIX C - Funds Collected Form (p. 2)

Name	Cheque Amount	Cash Amount

APPENDIX D - Recorded & Retained Information

Activity	Records to be Retained	Tips & Reconciliation
Milk and Juice Sales Hot Lunches: -Pizza, -Hot Dog, Sub, etc	1. Order form summary which shows how many orders for each item. 2. Quantity given gratuitously to students in need and volunteer helpers. 3. Quantity of items spoiled	1. Place a calendar on the milk fridge and note on each the specific date the quantity given for free or quantity spoiled. 2. # sold x selling price = amount deposited. 3. Any difference should be noted.
Fundraising Campaigns: -Cookie Dough -Books & Magazine, -Popcorn, etc	1. Order form for cost per items. 2. Order form summary (class list) for quantity sold. 3. Quantity donated as prizes. 4. Quantity of items spoiled.	1. Use class list to keep track of quantity given to students, money received, quantity returned unsold. 2. # sold x selling price = amount deposited. 3. Any difference should be noted.
Walk-a-thons Dance-a-thons Swim-a-thons Read-a-thons, etc	1. Pledge forms. 2. Summary of pledge forms.	1. All pledge forms distributed should be returned whether or not money is received. 2. Summary of pledge forms = amount deposited. 3. Any difference should be noted.
Canteen (e.g. dance, track & field meet, etc) Bake Sales Spirit Clothing & Memorabilia	1. Cost per item. 2. Quantity sold. 3. Quantity given gratuitously to students in need and volunteer helpers. 4. Quantity of items spoiled. 5. Quantity and cost per item if price reduced (e.g. bake sale).	1. Perform beginning inventory (BI) count before anything is sold or purchased for the year. 2. Perform ending inventory (EI) count once activity completed. 3. Note number of items purchased (P). 4. BI + P – EI = # sold. 5. # sold x selling price = amount deposited. 6. Any difference should be noted.
Tournaments	1. Charge per team. 2. Number of schools that participated.	1. Tournament schedule list all the schools that participated. 2. # schools x tournament fee = amount deposited. 3. Any difference should be noted.
Candy Grams	1. Cost per gram. 2. Quantity of grams sold.	1. Pre-number grams before selling. 2. Sell grams in numerical order. 3. For example, 1 sheet has 50 tickets. Used 10 sheets, therefore 500 (50 x 10) tickets sold. 4. # sold x selling price = amount deposited. 5. Any difference should be noted.
School Dances School Plays School Concerts	1. Cost per ticket. 2. Quantity of tickets sold.	1. Sell pre-numbered tickets. 2. Sell tickets in numerical order (e.g. sold #101 – #150, therefore 50 sold). 3. # sold x selling price = amount deposited. 4. Any difference should be noted.
Class Trips	1. Amount charged per student. 2. Amount charged per chaperone. 3. Total number students participating. 4. Number chaperones participating. 5. Number students and chaperones subsidized for the trip. 6. Attendance for both students and chaperones the day of the trip.	1. Number of students x charge/student = A. 2. Number of chaperones x charge/chaperone = B. 3. Number of students subsidized x charge/student = C. 4. Number of chaperones subsidized x charge/chaperone =D. 5. A + B – C – D = amount deposited. 6. Any difference should be noted.

School Generated Funds APPENDIX E - Transfer Request Form

Transfer Request Form

School Name _____ **School Year** _____

	TRANSFER FROM	AMOUNT	TRANSFER TO	AMOUNT	EXPLANATION
1.					
2.					
3.					
4.					
5.					
6.					

Office Use Only

Principal Authorization: _____ Date:

Transfer #: _____

Signature: _____ Date: _____

School Generated Funds APPENDIX F - Overview of Account Balances for Year End

Account	Acct #	2011-12 Y/E Balances	2012-13 Y/E Balances	Change	Explanation for change (if greater than $5,000)
Fundraising: General Account	110002	$2,986.78	$15,888.67	$12,901.87	5 dress down Fridays - funds to purchase ipads in 2014-15
Junior Boys Volleyball	111001	$2,872.68	($2,462.44)	($5,335.12)	Went to OFSAAand did not charge enough per student for bus and accomodations. Will transfer from hot lunches to cover deficit.
Hot lunches	11800	$1,507.38	$4,222.08	$2,714.70	
Field Trip - Grade 1	11400	$488.06	$0.00	($488.06)	
Band	11700	$0.00	$100.00	$100.00	
Terry Fox	11500	$1,000.00	$0.00	($1,000.00)	
Milk/Hot Lunches	11300	$1,685.61	$7,221.82	$5,532.21	Large profits on pizza sales, will reduce price next year. Surplus used to get speaker for bullying week 13-14.
Account Balances		$10,540.51	$24,970.13		

POLICY: School Trips

Rationale

The Board recognizes the education advantages of well planned and carefully selected excursions for pupils as a complement to curricular programming.

Personnel Affected by Policy:

Pupils, Teachers, Principals, Volunteer Supervisors

Organizational Authority:

Director of Education and Principals

Regulations:

1. **SCHOOL TRIP CATEGORIES AND LEVELS OF APPROVAL CHART**

CATEGORY	A	B	C
	Ontario trips, departing and returning the same day which do not involve any activities of increased inherent risk as defined by OSBIE, the Board's Insurance Carrier.	a) Ontario and Canadian curricular-related overnight trips; and b) Any trips involving higher-risk activities as defined by OSBIE, the Board Insurance Carrier.	Any out of Canada trips, including trips co-organized with 3rd party providers.
Planning / Final Approval	Principal	Director of Education	Elected Board of Trustees.
Final Approval Timeline	Minimum of two weeks prior to the trip.	Minimum of 2 weeks prior to the trip.	Minimum of 4 months prior to the trip.

[NOTE: Student trips where there is any identification / involvement of the Board, a Board school or schools or any Board staff MUST be approved in accordance with the above Chart. Student trips where there is any use of Board facilities or resources to plan or inform about the trip MUST be approved in accordance with the above Chart.]

2. **APPROVAL OF SCHOOL TRIPS**

a) Board staff intending to plan a School Trip are required to notify their principal prior to engaging in any planning, scheduling or interest gathering for the trip and to receive planning approval for the school trip in accordance with the above Chart.

b) Any Board staff who have received planning approval for a School Trip are required to obtain final trip approval in accordance with the above Chart.

c) Requests for final approval for Category A Trips shall be accompanied by Form A (School Trips (Category A) – Request for Approval & Check List) and an itinerary.

d) Requests for final approval for Category B and C Trips shall be accompanied by Form B (School Trips (Category B & C) – Request for Approval & Check List), a detailed itinerary and an outline of the overall and specific expectations (drawn from the appropriate curriculum guidelines and the Catholic Graduate Expectations) to be addressed on the Trip and shall be endorsed by the school principal prior to submission to the Director. A copy of any information filed with 3rd party providers is to be provided to the school principal.

e) Before any school trip takes place the parent/guardian of each participating student who is under 18 years of age shall sign and return to the school Form C (Consent Form). Before any school trip takes place each participating student who is 18 years of age or older shall sign and return to the school Form D (Release Form).

f) Prior to any Category B and C school trips the trip organizer shall obtain from each parent or student, if the student is 18 years of age or older, a signed copy of Form E (student health and safety information).

g) Before a Category B school trip takes place, the Director of Education shall notify the Board of Trustees of any approved Category B school trips.

h) All participants will provide proof of appropriate insurance coverage prior to departure, including out-of-country health insurance, where applicable.

i) The Board favours the distribution of trips across the Primary, Junior, Intermediate and Senior Divisions of the school system with a sensitivity to the costs of such trips for families.

3. **TRANSPORTATION**

a) All school trips involving transportation shall be approved in writing by a parent / guardian of each student, or by the student, if the student is 18 years of age or older, by the signing of either Form C or Form D.

b) During all excursions involving transportation the provisions of the Transportation Policy of the Renfrew County Joint Transportation Consortium shall be adhered to.

4. **STUDENTS WITH MEDICAL CONDITIONS (ANAPHYLAXIS, ASTHMA, DIABETES, EPILEPSY)**

a) Appendix B-1: Medication Checklist
The supervising teacher shall take a copy of Appendix B-1 which has a listing of all of the students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis who will be on the school trip.

b) Appendix B-2: Field Trip Checklist:
The supervising teacher shall review and follow Appendix B-2 for all of the students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis who will be on the school trip.

c) Appendix D: Visual Information Sheets:
The supervising teacher shall review and take a copy of the Emergency Procedures set out in Appendix D for all of the students with Asthma, Diabetes, Epilepsy, and/or a risk of Anaphylaxis who will be on the school trip.

5. **FEES FOR LEARNING MATERIAL & ACTIVITIES POLICY / FUND-RAISING/ COST OF SCHOOL TRIPS**

a) Board staff shall consult and follow the guidelines and best practices of the Fees for Learning Materials & Activities Policy and any related procedures when planning and fund-raising for a school trip.

b) School administrators shall consult and follow the guidelines and best practices of the Fees for Learning Materials & Activities Policy and any related procedures when approving a school trip and related activities.

c) The cost of any trip, in whole or in part, including transportation, class cover and/or occasional teacher costs must not be borne by the school unless agreed to by the appropriate Superintendent, by the Director of Education or by the Board.

d) The Board reserves the option to support financially any field trip whose substantive purpose is a social justice activity that aligns with the Board's Vision Statement and the Catholic Graduate Expectations.

e) Pupils and staff may contribute towards the cost of the trips.

f) The Principal shall endeavour to avoid monetary embarrassment for any pupil.

g) The Board assumes no responsibility for costs in the event of any trip cancellation.

6. **PROGRAMMING, SUPERVISION, EVALUATION**

a) Educational excursions are subject to the same expectations as "in-school" programmes: namely, appropriate planning, adequate supervision and evaluations.

b) It is understood that the amount and type of supervision required will vary according to the particular circumstances of the activity and the needs of the participants.

c) All school trips or excursions shall have supervision of an amount and nature in accordance with the activities which will be pursued, and which have been approved in accordance with the Chart in section 1. The safety of the children is of paramount importance.

d) Volunteer supervisors must be approved by the Principal and will provide a Criminal Reference Check prior to departure.

e) Each school trip shall be part of a learning situation closely related to the school program, the details of which will be included on the approval forms (Form A or B) and the supporting documentation and any weekend trip will include a scheduled opportunity to participate in Sunday Eucharist.

f) Pupils are subject to the same behavioural expectations as when at school. Disciplinary matters will be handled as they would be in school, namely with a progressive discipline approach by the teacher / chaperones first and where warranted, by the principal/designate at the earliest possible time during or following the excursion for more serious matters. The Board and School Code of Conduct Policy applies to pupils during all trips. Written and verbal communication provided to students and parents prior to an excursion will include a reminder on expectations for pupil conduct.

g) Only Board pupils, staff, approved volunteers and other individuals who have been pre-approved by the principal are eligible to participate in school trips.

h) Board staff are under the same requirement to ensure duty of care under the *Education Act* and College of Teachers Standards of Practice as when at school.

i) Within 20 school days of the conclusion of Categories B and C trips, the group staff leader will submit to the Principal an evaluation of the excursion

Related Information

Forms for this Policy

FORM A: Request for Approval / Checklist – Category A Trips
FORM B: Request for Approval / Checklist – Category B & C Trips
FORM C: Parent / Guardian Consent for Student under 18
FORM D: Release for Student 18 or over
FORM E: Student Health & Safety Information – Category B & C Trips

Related Board Appendices

APPENDIX B-1: Medication Checklist for School Trips [Medical Conditions Policy Appendix]
APPENDIX B-2: Medical Conditions Field Trip Checklist [Medical Conditions Policy Appendix]
APPENDIX D: Visual Information Sheets for Medical Conditions [Medical Conditions Policy Appendix]

Related Board Policies

POLICY: Safe Schools – Code of Conduct (Schools & Students)
POLICY: Transportation – Private Vehicle (Schools & Students)
POLICY: Fees for Learning Materials and Activities (Schools & Students)

Related Transportation Policies

POLICY: Transportation (Renfrew County Joint Transportation Consortium)

Other Documents

OSBIE: Field Trip Risk Management Guidelines (Dec-08)

FORM A: School Trips (Category A) - Request for Approval / Check List

Trip organizers must review the School Trips and Transportation – Private Vehicle Policies and the OSBIE Field Trip Risk Management Guidelines prior to completing this form. Please submit the completed Form to your Principal for signature.

Teacher(s): _____

Teacher(s): _____

Grade(s) Involved: _____ **Total No. of Students:** _____

Proposed Dates: _____

Destination: _____

Address: _____

Telephone (+ area code): _____

Student/Supervisor Ratio: _____

Purpose of Trip: _____

Pre-Excursion Activities: _____

Follow-up Activities: _____

FORM OF TRANSPORTATION: _____

Name of Transportation Co.: _____ Telephone No.: _____

Departure from School: **Date** _____ **Time:** _____ **a.m.** _____ **p.m.**

Return to School: **Date** _____ **Time:** _____ **a.m.** _____ **p.m.**

COST BREAKDOWN: **Transportation** _____ **Entry Fees:** _____

Supply Teacher Required: Yes ____ **No** _____

No. of Supply Teachers: ___ **No. of Days: :** _____**Total Cost: :** _____

TOTAL COST: _____ **Cost for Student:** _____

Teacher Leader: _____

Supervisors: _____

Proposed Detailed Itinerary Attached: **Yes** _____ **No** _____

Teacher Leader Signature: _____

Principal Signature: _____ **Date Approved:** _____

FORM B: School Trips (Category B & C) - Request for Approval / Check List

Trip organizers must review the School Trips and Transportation – Private Vehicle Policies and the OSBIE Field Trip Risk Management Guidelines prior to completing this form. When you have completed this form, please submit to your Principal for signature and forward to the Director of Education for the necessary approval.

Request to travel to: _____Date(s) of Travel: _____

Purpose of travel:_____

Requested by (Key Organizer): _____ School:_____

General

☐	Have you attached a detailed itinerary of your field trip, including reference to the appropriate Ministry of Education and Catholic Graduate Expectations being addressed on this excursion
☐	Are all field trip participants carrying the appropriate insurance coverage prior to departure, including out of country health insurance where applicable
☐	Do all trip participants carry the appropriate and current required identification, such as passports?
☐	Are all trip participants eligible to traverse international borders, where applicable (e.g. no criminal record)

Transportation (Some of this information is also requested on the *School Trip Information & Requisition Form)*

Please describe your method (s) of transportation for this field trip.(check all that apply)

☐School Bus ☐Coach Bus ☐ Train ☐Passenger Vehicles

☐Airplane ☐Other: _____

☐	Have all parents/guardians approved in writing the participation of their son/daughter in the field trip, including transportation (School Trip Policy, section 4 (a))?
☐	Have you as teacher-chaperone reviewed the Transportation – Private Vehicle Policy on the use of private vehicles?
☐	Have you completed a "***Field Trip Information and Requisition Form***", which details transportation arrangements for the trip?

Costs

Please describe the approximate total cost per pupil of this trip: $ _____

How are costs being covered by pupils?

☐ Pupil Pays ☐ Fund-raising ☐ Other: _____

☐	Have you made parents/pupils aware that the board assumes no responsibility for costs in the event of trip cancellation?

Programming/Supervision/Evaluation

How many pupils will be participating? _____ Males _____ Females _____Grade(s)

Number of Teacher-chaperones: _____ Males _____ Females

Number of Volunteer-chaperones: _____ Males _____ Females

☐	Have Volunteer-chaperones and volunteer drivers submitted criminal record checks?
☐	Have students and parents/guardians been made aware that board/school policies are to be adhered to while on the trip? - Please attach any written communication distributed to pupils and/or the dates of any parent information sessions: - Dates of Parent Information Sessions: _____
☐	Are all teacher-chaperones aware of their duties and obligations as RCCDSB staff during the trip?
☐	Are all volunteer-chaperones aware of their supervisory responsibilities during the trip?
☐	If this activity is defined by OSBIE as "high risk", have you incorporated recommended risk management strategies? (eg. mandatory helmets) Please describe: _____

Additional Notes/Comments: _____

Request for Approval

Teacher-Organizer Signature: _____ Date: _____

Principal Signature: _____ Date: _____

School Trip (Category B) Approval

Director Signature:_____ Date:_____

School Trip (Category C) Approval

Board Motion:_____ Date:_____

FORM C: School Trips – Parent / Guardian Consent for Student under 18 years of age

A School Trip is being planned by:

_____

(*name of school*)

_____

_____

(*Description of school trip / activities and dates*)

Students will be transported by: _____

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE AND BY A PARENT OR GUARDIAN OF A PARTICIPATING STUDENT WHO IS UNDER 18 YEARS.

ELEMENTS OF RISK:

Educational activity programs, including school trips, involve certain elements of risk. Injuries may occur while participating in these activities.

The risk of sustaining these types of injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. By choosing to take part in this activity, you are accepting the risk that you/your child may be injured.

The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity

The Board does not provide accidental death, disability, dismemberment or medical expense insurance on behalf of the students participating in this activity.

ACKNOWLEDGEMENT

WE HAVE READ THE ABOVE. WE UNDERSTAND THAT IN PARTICIPATING IN THE ACTIVITY DESCRIBED ABOVE, WE ARE ASSUMING THE RISKS ASSOCIATED WITH DOING SO.

Student Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

PERMISSION

I give _____ permission to participate in the above school trip and/or activities.
(*name of student*)

to be held on or about _____
(*date*)

Parent/Guardian Signature: _____ **Date:** _____

RETURN TO SCHOOL BY**:** _____

FORM D: School Trips Student (18 and over) Release

A School Trip is being planned by:

_____

(*name of school*)

_____

_____

(*Description of school trip / activities and dates*)

Students will be transported by: _____

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO IS UNDER 18 YEARS OR OLDER AND WHO WISHES TO PARTICIPATE.

ELEMENTS OF RISK:
Educational activity programs, including school trips, involve certain elements of risk. Injuries may occur while participating in these activities.

The risk of sustaining these types of injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. By choosing to take part in this activity, you are accepting the risk that you may be injured.

The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity

The Board does not provide accidental death, disability, dismemberment or medical expense insurance on behalf of the students participating in this activity.

ACKNOWLEDGEMENT

I HAVE READ THE ABOVE. I UNDERSTAND THAT IN PARTICIPATING IN THE ACTIVITY DESCRIBED ABOVE, I AM ASSUMING THE RISKS ASSOCIATED WITH DOING SO.

Student Signature: _____ **Date:** _____

RETURN TO SCHOOL BY**:** _____

FORM E: School Trips (Category B & C) – Student Health & Safety Information

Name of Student: _____ **Age:** _____ **Gender:** _____

Address: _____ **Date of Birth:** _____

Family Doctor: _____ **Telephone:** _____

Emergency Contact Number: _____ **Health Card No, (Optional):** _____

The following information will be helpful to the teacher in making your son's/daughter's out-of-school visit more comfortable, safe and pleasant. **ALL INFORMATION WILL BE HELD IN THE STRICTEST CONFIDENCE.**

1. **Has your son/daughter any special conditions which must be taken into consideration in his/her participation in the full program:**

   Allergy (Epi Pen): _____

   Diabetes: _____

   Asthma: _____

   Epilepsy: _____

   Heart: _____

   Rash: _____

   Recent Illness or Operation: _____

   Any Other Disability/Concern: _____

2. **Has your son/daughter any drug allergy or sensitivity? If so, give details:**

   _____

3. **Has your son/daughter any serum sensitivity? If so, give details:**

   _____

4. **Give the date of the last tetanus shot and the reason for it.**

   _____

Parent/Guardian Signature: _____ **Date:** _____

Student Signature (18 years & older): _____ **Date:** _____

MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT. Personal information on this form is collected under the legal authority of the Education Act, This information will be used for the purposes of planning and administering out-of-school programs for students, providing health and safety services in the event of an emergency including provincially funded health resources.

POLICY: Special Education

Rationale:
To identify pupils who have special needs.

Personnel Affected by Policy
Pupils

Organizational Authority:
Teachers

Regulations:
1. Special Education Objectives:
   - *a)* appropriately identify pupils who have special needs;
   - ***b)*** assess and define the special needs of exceptional pupils;
   - *c)* insure that the capabilities of the exceptional pupils are emphasized;
   - *d)* provide a range of resources to meet the needs of exceptional pupils;
   - *e)* meet these needs, as far as is educationally feasible, through individualized instructional programs in the regular classroom where the exceptional pupil is in the company of his/her peers;
   - *f)* assist the regular classroom teacher in managing the education of the exceptional pupil in the regular classroom;
   - *g)* provide specialized programs to meet pupils' needs when they cannot be met within the regular class;
   - *h)* provide qualified special education teachers to carry out these specialized programs;
   - *i)* assist regular school personnel in managing the education of exceptional pupils who are enrolled in a special education program;
   - *j)* encourage the active participation of parents in special education programs and services through ongoing consultation;
   - *k)* re-evaluate identification, placement and programs of exceptional pupils in order to improve instruction and quality of both special and regular services.

2. General Principles:
   - *a)* Every pupil shall be held to be unique. This uniqueness, nurtured by the development of talents, requires, for every pupil, a significant involvement with peers. Therefore, each program, though recognizing special needs, shall approximate, as much as is practical, the regular classroom experience.
   - *b)* Pupils are entitled to special education programs and services in the English language.
   - *c)* All teachers shall be considered special educators.
   - *d)* All teachers shall share fully in the responsibility to educate the pupil. This represents a commitment to professional co-operation and mutual responsibility among educators as far as exceptional pupils are concerned.
   - *e)* The parent shall be considered a full partner in the education of his or her exceptional child.
   - *f)* The board enunciates the principle that appropriate programs, services and personnel shall be provided in accordance with the Education Act and the Regulations.

Related Information
Appendices for this Policy

Appendix A: Identification, Placement and Review Committees (IPRC)
Appendix B: Gifted Program

Appendix A: Identification, Placement & Review (IPR) Committee

1. School Identification, Placement & Review (IPR) Committee
   a) The members shall include not fewer than three of:
      - a principal, who shall be chairperson;
      - a teacher;
      - a diagnostician or consultant;
      - other persons deemed appropriate by the chairperson.

   b) The School IPR Committee shall determine identification, placement, and review with respect to pupils referred for or placed in resource withdrawal programs, i.e., programs in which a pupil is placed for less than half-time, and shall conduct reviews with respect to hearing impaired pupils.

2. County IPR Committee
   a) The members shall include not fewer than three of
      - a principal, who shall be chairperson;
      - a supervisory officer;
      - a teacher;
      - a diagnostician or consultant;
      - other persons deemed appropriate by the chairperson.

   b) The County IPR Committee shall determine identification, placement, and review with respect to pupils referred for or placed in self-contained programs, i.e., programs in which a pupil is placed for half-time or more.

3. Hearing Impairment IPR Committee
   a) The members shall include not fewer than three of
      - a principal, who shall be chairperson;
      - a supervisory officer representing each board co-operatively providing programs and services;
      - a teacher;
      - other persons deemed appropriate by the chairperson.

   b) The School IPR Committee shall conduct annual reviews for hearing impaired pupils.

4. Initial Placement in Secondary School
   A principal or his/her designate of an elementary school or class shall be a member of an IPR Committee which determines the initial placement of an exceptional pupil who is being initially admitted to a secondary school or class.

5. Trainable Retarded IPR Committee
   A supervisory officer or his designate shall be a member of an IPR Committee with respect to the identification, placement or review of a trainable retarded pupil whose parent is a separate school supporter.

6. In the event of disagreement in a school IPRC regarding either the identification as exceptional or the particular exceptionality identified, the matter shall be referred to the County IPRC.

7. For identification and placement of gifted pupils, the IPRC will be the County Committee and for such placements an additional person, the Resource Teacher for the Gifted shall be a voting member of the Committee.

8. The School IPR Committee shall do all reviews.

Appendix B: Gifted Program

Program Philosophy

Intellectually gifted students differ from the large majority of their peers in ways of learning as well as in the potential level and scope of their intellectual progress. Their unique needs must be met with differentiated programming designed to help them reach their full potential.

Gifted students need learning activities sufficiently challenging to stimulate the desire for excellence. The intellectually gifted are an invaluable resource for society; they are the problem solvers of the future. Problem finding and problem solving skills must be included in their learning experiences. Creativity in the approach to problem solving must be encouraged.

A heightened sensitivity is often part of giftedness. A program for the gifted must develop a positive feeling of self-worth and belonging. Support and challenge will be provided by the presence of equally able peers in the program as well as by a teacher with an awareness of the doubts and difficulties experienced by gifted children.

Linked with an advanced general intellectual ability we often find a precocious awareness of the feelings of others. A program for the gifted must develop this quality and nurture it. Gifted learners of today may be the leaders of the future. A program for gifted learners must develop moral responsibility toward self and others, in keeping with the philosophy of Catholic education.

Gifted education must be based on accelerated or advanced level instruction in language, mathematics, history and science. Higher level thinking must be founded on a understanding of human cultural inheritance and different forms of human inquiry. The awareness of both administrative personnel and teaching staff are therefore necessary to implement and maintain a comprehensive and sequential program that will allow for cumulative differences.

Gifted students have the potential of contributing to areas of human knowledge. In a program for the gifted investigation skills must be developed and communication skills must be stressed.

Evaluation of the program will be based on the work produced by the pupils in the program.

The following statements express the intent of the Renfrew County Roman Catholic Separate School Board with regard to the implementation of a program for gifted pupils.

- The Renfrew County Catholic District School Board recognizes that there are exceptional pupils in the school system who require learning experiences of a depth and breadth beyond those normally provided in the regular school program.
- The Renfrew County Catholic District School Board is currently committed to a Special Education Program to meet the needs of these special children.
- A program for the Gifted, consistent with this document, will provide learning opportunities that allow these gifted learners to develop to their full potential.
- The responsibility for developing and co-ordinating the program will rest with the Resource Teacher for the Gifted, with the assistance of an on-going Advisory Committee. The implementation of the program will be a shared responsibility of all school Principals and school staffs as well as the Advisory Committee and Teacher(s) of the Gifted.

- The program will include in-service for classroom teachers, in order to provide all teacher information and guidance regarding identification of intellectually advanced children and ways of modifying regular curriculum for these students. Gifted learners are gifted all day, every day and must be allowed to progress at their own rate and pace.
- The Teacher(s) for the Gifted shall prepare, in consultation with the classroom teacher, an outline of educational goals for the current year for each pupil in the program. This outline shall cover basic curriculum as well as differentiated curriculum.
- Teachers for the Gifted shall be qualified persons with a demonstrated interest in and commitment to the field of education of the Gifted, as well as the ability to work effectively with Principals and school staffs within the schools. The Board recognizes that successful change must be effected from within the school, and that a positive attitude on the part of regular teachers towards the program will benefit not only the advanced learner but also all other pupils in the classroom.
- Screening and identification procedures will be established in order to identify those children who appear to have an unusually advanced degree of intellectual ability. The criteria applied will take into account current research and theories of human intelligence. Admittance to the program will be based on multiple criteria rather than solely on a single individual IQ score.
- The model of implementation of the program may vary with the geographical location and size of the schools in the County. Resource withdrawal on a regular basis may be feasible in some schools, while in others the classroom teacher must provide most of the individualized differentiated instruction. In either case, consultation services and differentiated curriculum materials shall be provided by the Teacher(s) for the Gifted.
- Teachers for the Gifted responsible for the delivery of the program will be assigned a maximum of 50-60 students identified as gifted or potentially gifted, to be taught in small groups not exceeding 12 pupils in a group. Not only may ages in these groups differ widely, gifted learners are also known to have a wide range of intense interests. Individual interests must find expression in activities that require personal space and individual attention from the teacher.

Program Aims

1. to provide in-depth learning experiences and in-breadth learning experiences for advanced learners in the form of a differentiated environment, differentiated curriculum and differentiated services;
2. to encourage students to think divergently;
3. to familiarize students with the techniques of investigation and reporting, in an atmosphere that facilitates first-hand inquiry, leading to the students' future contribution to the growth of knowledge;
4. to encourage critical evaluation and the ability to distinguish fact from opinion;
5. to teach realistic goal setting and task completion;
6. to involve the parents of the Gifted in the program by providing information about all stages of the program as well as periodic reports of students' progress;
7. to facilitate the pursuit of individualized interests and advanced areas of study;
8. to provide assistance necessary for the pursuit of advanced levels of study or individual investigation;
9. to establish an evaluation system that will provide information not only of students' performance but also of the effectiveness of the program and its impact on the school community;
10. in addition, the program's intent will be to initiate enrichment experiences for the general school population as an extension of the Special Education Program for the Gifted.

Program Goals

The goals of a Special Education Program for the Gifted consist of helping the student to:

a) master learning skills such as research, inquiry and problem solving, while pursuing his own interests and in his own learning style

b) develop a positive and realistic self-concept as a step towards accepting responsibility for self-direction

c) assimilate the regular school curriculum in a conceptual sequence, but a the level of his advanced mental age

d) broaden his interests and develop new areas of interests

e) develop a respect for and knowledge of human inquiry over the ages.

f) achieve a sense of moral and social responsibility

g) strive for excellence commensurate with his own level of ability

h) perfect skills of communication in oral and written form

i) develop social skills that incorporate self-respect and understanding for the rights of others.

POLICY: Student Exchanges (French – English)

Rationale:
The Board supports the concept of French-English student exchanges at the intermediate level where such exchanges promote increased understanding of culture and language.

Personnel Affected by Policy:
Pupils, Teachers, Principals

Organizational Authority:
The Board

Regulations:
1. Any anticipated exchange may be initiated and planned during the year preceding the actual exchange.

2. As early as September of YEAR 1, a notice should be sent to the parents of intermediate age students concerned. This notice would outline broadly the nature of the intended exchange and would allow for a response indicating interest in the exchange.

3. Procedure:
   a) Should numbers indicate a generally favourable response, a meeting would be set up to establish a firm exchange group.
   b) Given a firm exchange group, the next step would be to contact SEVEC, the Society for Educational Visits and Exchange in Canada, for a tentative pairing with an exchange group from Quebec.
   c) After one initial contact by the organizer with the tentative exchange group in Quebec, an initial proposal indicating the general educational program, associated costs and proposed funding for the exchange will be submitted to the School Board for approval.

4. By June of YEAR 1, all preparations should be finalized for the following year. Early in YEAR II, students, parents, FL2 teachers and principal(s) of the school(s) concerned will be made aware of the educational requirements for the preliminary information exchange, the actual exchange period and the follow-up.

POLICY: Student Release during School Hours

Rationale:

The Board recognizes that under extenuating circumstances it may be necessary for a pupil to be released from school prior to the regular dismissal time.

It is further recognized that only the parent or the legal guardian of the child, a student 18 years of age or under 18 years of age and living on their own, has the right to request an early release from school for the child.

Therefore, it is the Policy of this Board to permit the release of a pupil from school in response to a legitimate request.

Personnel Affected by Policy:

Pupil, Principal, Teachers, and other School Staff

Organizational Authority:

The Board

Regulations:

1. Only the Principal, or in the Principal's absence, the Principal Designate may release a pupil from school during school hours.

2. All telephone requests for release of students from school during regular school hours shall be verified by a return telephone call to the parents or guardian before the student is released.

3. All doubtful written requests for release of pupils from school during school hours shall be verified by the Principal before release.

4. In the case of personal requests for the release of a student from the school, the Principal shall confirm the identity of the caller before releasing the student.

POLICY: Transportation – Private Vehicle

Rationale:

The Renfrew County Catholic District School Board recognizes that certain situations may arise whereby it is necessary for private vehicles to be utilized in the transportation of pupils. This Policy governs the use of Private Vehicles in situations of emergency transportation, or Special Needs transportation, or transportation for Out-of Classroom Excursions.

Personnel Affected by Policy:

All employees of the Board, in particular Principals, Teachers, Pupils, the Board's Transportation Manager and Staff, parents, volunteers, and employees of other companies involved in the transportation of the Board's pupils.

Organizational Authority:

Under the supervision of the Director of Education, the Boards' Transportation Manager will be responsible for the overall management, operation and supervision of the transportation system.

Regulations:

This Policy formerly was a part of the Joint Transportation Policy between the Renfrew County Catholic District School Board and the Renfrew County District School Board. Effective August 30, 1999, the following regulations were deleted from the Joint Policy and was formed as a new Renfrew County Catholic District School Board Policy.

1. **FIRST CONTACT**
   In emergencies and/or special needs situations the parent is the first person to contact in order to provide transportation.

2. **SAFETY OR HEALTH EMERGENCY**
   In the case of a safety or health emergency, due consideration must be given to the use of an ambulance, since the responsibility for the safety and health of a pupil must be given priority consideration, i.e., the care of a health professional.

3. **VEHICLE OTHER THAN AMBULANCE**
   Should it be deemed not necessary to use an ambulance, then, in an emergency or special needs situation, consideration must be given to the use of a taxi or contracted operator.

4. **TRANSPORTATION BY AND USE OF PUPIL'S VEHICLES**
   Pupils are not to be authorized by employees of the Boards to transport other pupils, or use their private vehicles on school trips.

5. **AUTHORIZATION**
   5.1 When, because of an emergency, special need, or general purpose out-of-classroom excursion, the use of a private vehicle is deemed to be necessary, it must be authorized by an employee of the Board.

   5.2 The Board's employee, authorizing the transportation, shall determine and obtain proof that the driver, be it a teacher or parent, is (i) properly licensed; and (ii) the vehicle is adequately insured according to the requirements prescribed by the Highway Traffic Act and all other related statutes and regulations as set out by the Province of Ontario.

5.3 For the protection of the Board, its employees, pupils and associated volunteers, the procedure of requisitioning **in writing** all transportation relating to field trips, with or without costs, through the Purchasing, and/or Transportation Departments is to be continued, so that proof of authorization, according to Board's policies and regulations, is assured and properly documented.

6. **INSURANCE COVERAGE**

6.1 The Board requires that the owner of the vehicle used for board purposes shall carry a minimum of

- $1,000,000 liability insurance on a vehicle with a seating capacity of 1 to 7 passengers;
- $5,000,000 on a vehicle with a seating capacity of 8 to 12 passengers;
- $8,000,000 liability insurance on a vehicle with a seating capacity of 13 or more passengers.

6.2 Also, these owners of private vehicles should, especially, if there is remuneration involved, check with their insurance agent to see if a special endorsement may be required.

6.3 The Board's Non-Owned Automobile Insurance is carried in case an accident occurs and liability is assessed against the Board, or assessed against the vehicle owner and the Board.

6.4 The Board's Third Party Liability Insurance is carried in case the Board, or its employees, are proved negligent.

7 **EXPENSES**

7.1 Money given, for expenses only, to the owner of a private vehicle contracted by the school to provide out of classroom travel services, at no charge, is not considered a contractual arrangement, per se. As a result, accepting money, for expenses only, would not put the owner of the private vehicle in the category of "for hire" which may involve and require additional licenses, insurance, contractual agreements, etc.

7.2 Therefore, for the purposes of record keeping, money, for expenses only, may be shown as an item on the field trip requisition form, provided it is indicated as such.

POLICY: Video Surveillance

I. Purpose of Policy

Video surveillance in schools and other Board facilities is a lawfully authorized activity which is necessary to protect the safety of people in Board schools / facilities, to protect Board property and to meet the Board's statutory obligations.

Video surveillance in schools and other Board facilities is a necessary tool to assist the Board and its staff comply with their statutory obligations.

- The Board shall conduct its schools in accordance with the Education Act and its Regulations (Education Act, s. 170 (10).
- It is the duty of a principal to maintain proper order and discipline in a school, and to take care of pupils and school property (*Education Act*, s. 265 (1) (a) (j)).
- It is the duty of a principal to organize and manage their school (*Ontario Regulation 298,* s. 11 (b)).
- School boards have an obligation to promote the safety of people in schools (*Education Act*, s. 301 and PPM 128 (Provincial Code of Conduct).
- The Board shall ensure effective stewardship of the Board resources *(Education Act*, s. 169.1 (1) (b)).
- School boards are obligated to take every precaution reasonable in the circumstances for the protection of Board employees (*Occupational Health and Safety Act*, s. 25 (2) (h)).
- Other applicable federal and provincial legislation.

II. Policy Statement

1. Video Surveillance Records are Personal Information

The collection, use and disclosure of video surveillance records is governed by the *Municipal Freedom of Information and Protection of Privacy Act*.

2. Collection of Personal Information by Video Surveillance:

As set out in Part I – Purpose, the collection of personal information by video surveillance in schools and other Board facilities is a lawfully authorized activity which is necessary to protect the safety of people in Board schools / facilities, to protect Board property, and to meet the Board's statutory obligations.

3. Use of Video Surveillance Records:

a) The Use Guidelines:
Any information obtained through video surveillance systems may only be used for the purposes set out in this Policy and must relate to:
- protecting students, staff and the public, including the discipline or consequences that arise from that,
- assisting in the detection and deterrence of criminal activity and vandalism, or
- meeting the Board's statutory obligations.

Information should not be retained or used for purposes other than those described in this Policy.

b) Individuals Authorized to Access Surveillance Records
   i) Only a Superintendent, a Principal, a Manager, and a designated alternate (designated by name and position, e.g. vice-principal, another principal or a principal designate) may review video surveillance records.
   ii) Circumstances which would warrant review will normally be limited to an incident that has been reported or observed or to investigate a potential crime.
   iii) Real-time viewing of monitors may be delegated by a Superintendent, the Principal and/or a Manager to a very limited number of individuals (e.g. a secretary, a special event security guard).

4. Disclosure of Video Surveillance Records:

Video surveillance records shall only be disclosed as permitted by section 32 of the *Municipal Freedom of Information Act* which includes the following permitted disclosures:

a) for the purpose for which it was obtained or compiled or for a consistent purpose;
b) if the disclosure is made to an officer, employee, consultant or agent of the Board who needs the record in the performance of their duties and if the disclosure is necessary and proper in the discharge of the Board's functions;
c) for the purpose of complying with an Act of the Legislature or an Act of Parliament, an agreement or arrangement under such an Act or a treaty; and
d) if disclosure is to an institution or a law enforcement agency in Canada to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result;

5. Mandatory Video Surveillance Procedures under this Policy:

a) Video Surveillance Procedures Required by Legislation:
The Video Surveillance Procedures set out what is necessary to comply with the requirements of the *Municipal Freedom of Information and Protection of Privacy Act* for the collection, use and disclosure of personal information.

b) Mandatory Compliance with Video Surveillance Procedures:
Board staff and any third-party providers of video surveillance services shall comply with the Board's Video Surveillance Procedures.

c) Consequences for Breach of Video Surveillance Policy / Procedures:
Board employees shall be subject to discipline including dismissal for deliberate / reckless confidentiality breaches, non -compliance with the Freedom of Information and Protection of Privacy Act or non -compliance with the Board Policies and Procedures with respect to video surveillance.

III. Definitions

Law Enforcement means,

a) policing,
b) investigations or inspections that lead or could lead to proceedings in a court or tribunal if a penalty or sanction could be imposed in those proceedings, or
c) the conduct of proceedings referred to in clause (b);

Personal Information is defined in section 2 of the Acts as being recorded information about an identifiable individual, which includes, but is not limited to, information relating to an individual's race, colour, national or ethnic origin, sex and age. Therefore, a simple image on a video surveillance system that is clear enough to identify a person, or the activities in which he or she is engaged in, would meet the requirements of the definition of "personal information" under the Acts.

Record is defined in section 2 of the Acts to mean any record of information, however recorded, whether in printed form, on film, by electronic means or otherwise, and includes: a photograph, a film, a microfilm, a videotape, a machine-readable record and any record that is capable of being produced from a machine-readable record.

Video Surveillance System refers to a video, physical or other mechanical, electronic, wireless or digital surveillance system or device that enables continuous or periodic video recording or monitoring of individuals in school buildings and on school premises.

IV. Related Information

Procedures and Appendices for this Policy

PROCEDURE A: General Provisions
PROCEDURE B: Security & Retention of Surveillance Records
APPENDIX A: Internal Access Log
APPENDIX B: External Access Log

APPENDIX C: Confidentiality Agreement

Legislation

Education Act
Municipal Freedom of Information and Protection of Privacy Act
Occupational Health and Safety Act

Other

Information and Privacy Commissioner. (October 2015). *Guidelines for Video Surveillance Cameras in Schools*.
Information and Privacy Commissioner. (May 2015). *Planning for Success - Privacy Impact Assessment Guide*.

PROCEDURE A: General Provisions

I. Overview / Procedure Description

Video surveillance in Board schools and facilities shall comply with these general provisions.

II. Areas of Responsibility

1. Superintendent of Business Services:

The Superintendent of Business Services is responsible for the overall Board video surveillance program and for authorizing disclosures to non-Board staff.

2. Manager of Plant Services:

The Manager of Plant Services is responsible through the Superintendent of Business Services, for issuing purchase orders for the installation and maintenance of the Board's video surveillance system based on the schools needs via the work order system.

3. Principal:

The Principal of a school/site having a video security surveillance system is responsible for the day-to-day operation of the system in accordance with the procedures, guidelines and direction/guidance that may be issued from time-to-time.

III. Procedure Steps / Checklist

1. Factors to consider prior to implementing or continuing a video surveillance program:

a) Is there a history of incidents occurring in the specific school/facility?
b) Do the physical circumstances of the school/facility permit ready access to unauthorized individuals?
c) Is there a history of intrusion by unauthorized individuals?
d) Are there specific safety issues involving that school/facility?
e) Will a video surveillance program be effective in dealing with or preventing future incidents of the type that have already occurred?

f) Have other less intrusive means of achieving the same goals have been considered and are they substantially less effective than video surveillance or not feasible?
g) Has there been consultation with the broader school community?

2. Location of Video Cameras:

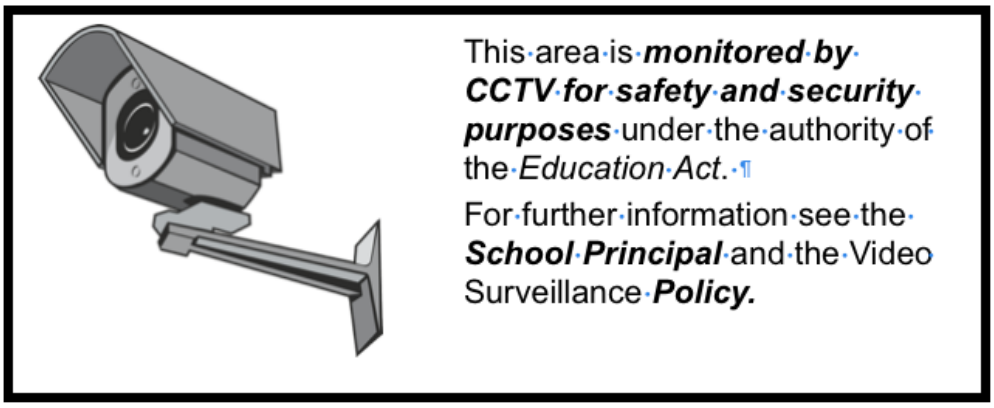
a) Video cameras shall be located in Board schools/facilities in areas where it has been determined that surveillance is necessary to assist the Board and its staff comply with their statutory obligations.
b) Video cameras shall not be installed in places where there is a well understood and reasonable expectation of privacy (e.g., change rooms and washrooms).
c) Video cameras shall not be installed in classrooms.
d) The Board shall be advised of video camera locations.

3. Video Surveillance:

a) Video surveillance shall be operative twenty-four (24) hours per day and seven (7) days a week.
b) Video surveillance cameras shall be installed and set up such that they monitor only those spaces that have been identified as requiring video surveillance and do not monitor properties adjacent to the schools.

4. Notice of Surveillance (Signs):

Signs with a clear, language-neutral graphical depiction of the use of video surveillance shall be prominently displayed at the perimeter of the monitored areas and at key locations within the areas.



5. Training:

a) All staff who have access to video surveillance will receive training in accordance with the roles and responsibilities under this policy.
b) Board employees with access to video surveillance records shall read and shall comply with the Video Surveillance Policy and its Procedures.
c) Board employees with access to video surveillance records shall sign a Confidentiality Agreement (Appendix C).
d) Board employees shall be subject to discipline including dismissal for deliberate / reckless confidentiality breaches, non -compliance with the Freedom of Information and Protection of Privacy Act or non -compliance with the Board Policies and Procedures with respect to video surveillance.

6. Individual Access to his or her own Personal Information:

a) An individual whose personal information has been collected by a video surveillance system has a right of access to his or her personal information under 36 of the *Municipal Freedom of Information and Protection of Privacy Act.*
b) Access may be granted to one's own personal information in whole or in part, unless an exemption applies under Section 38 of the Act.
c) Access to an individual's own personal information in these circumstances may also depend upon whether any excerpt information can be reasonably severed from the record. One exemption that may apply is contained in subsection 38 (b) of the Act, which grants the heads of institutions the discretionary power to refuse access where disclosure would constitute an unjustified invasion of another individual's privacy.
d) The confidentiality of all parties must be protected. Permission from other parties must be sought or enhancements must be made to the video to block the identity of other parties.

7. Covert Video Surveillance

a) Covert video surveillance may be installed without notice as part of a specific investigation where criminal activity is suspected.
b) Covert surveillance takes place without notice to the public and individuals will not generally be aware that they are being monitored.
c) The practice of covert surveillance is one that has the potential of being highly privacy-invasive and will only be used as a last resort in limited case-specific circumstances.
d) A comprehensive assessment shall be conducted to evaluate the privacy impacts associated with the implementation of such a program.
e) The purpose of the assessment is to ensure that covert surveillance is the only available option under the circumstances and that the benefits derived from the personal information obtained far outweigh the violation of privacy of the individual observed.

f) All covert surveillance shall be time-limited.
g) The surveillance equipment will be removed as soon as the case has been resolved or converted to a full notice system.
h) Covert surveillance applications must be directed to the Director of Education for approval and clearly describe the rationale and the timelines for such an action to be taken.

IV. Definitions

Personal Information is defined in section 2 of the Acts as being recorded information about an identifiable individual, which includes, but is not limited to, information relating to an individual's race, colour, national or ethnic origin, sex and age. Therefore, a simple image on a video surveillance system that is clear enough to identify a person, or the activities in which he or she is engaged in, would meet the requirements of the definition of "personal information" under the Acts.

Record is defined in section 2 of the Acts to mean any record of information, however recorded, whether in printed form, on film, by electronic means or otherwise, and includes: a photograph, a film, a microfilm, a videotape, a machine-readable record and any record that is capable of being produced from a machine-readable record.

Video Surveillance System refers to a video, physical or other mechanical, electronic, wireless or digital surveillance system or device that enables continuous or periodic video recording or monitoring of individuals in school buildings and on school premises.

V. Related Information

Information for this Procedure

POLICY: Video Surveillance
PROCEDURE B: Security & Retention of Surveillance Records
APPENDIX A: Internal Access Log
APPENDIX B: External Access Log
APPENDIX C: Confidentiality Agreement

Legislation

Municipal Freedom of Information and Protection of Privacy Act

PROCEDURE B: Security & Retention of Surveillance Records

I. Overview / Procedure Description

Procedure B sets out the security and record retention requirements for video surveillance records.

II. Procedure Steps / Checklist

1. Security Provisions for Video Surveillance Records:

a) Reception Devices (e.g., monitors, computers):
Reception devices shall be located in a secure access- controlled room or area where access can be limited to personnel authorized to view video surveillance records.

b) Storage Devices (e.g. hard drives, tapes, PVR's, other devices):
   i) All storage devices that are not in use shall be stored securely in a locked receptacle located in a controlled-access area.
   ii) Each storage device that has been used shall be dated; labeled with a unique, sequential number or other verifiable symbol; and indicate the dates and times recorded.
   iii) The video surveillance on each storage device shall be strongly encrypted.
   iv) Video surveillance records which are transmitted to a storage unit over a wireless connection shall be strongly encrypted.

c) Board Staff Internal Access to Video Surveillance Records:
Access to the records shall be limited to authorized Board staff. Internal access to video surveillance records shall be documented as set out in Appendix A – Internal Access Log.

d) External Access to and/or Removal of Video Surveillance Records by Non-Board Staff:
Access to the records shall be in accordance with section 32 of the Municipal Freedom of Information and Protection of Privacy Act. External access to and/or removal of video surveillance records shall be documented as set out in Appendix B – External Access Log. The Superintendent of Business Services must authorize disclosures to non-Board staff.

e) Disposal of Video Surveillance Records or Devices:
Video surveillance records or devices on which they were recorded shall be disposed of in a manner which prevents the reconstruction or retrieval of any personal information.

2. Video Surveillance Provider Agreements (if applicable):

All video surveillance provider agreements shall include the following provisions:

a) Video surveillance devices and records shall be the property and under the control of the Board at all times.
b) Video surveillance providers shall comply with Board's Video Surveillance Policy and Procedures.
c) Deliberate / reckless provider or provider employee confidentiality breaches, non -compliance with the Freedom of Information and Protection of Privacy Act or non -compliance with the Board Policies and Procedures with respect to personal information shall be deemed to be a breach of contract and good and sufficient grounds to cancel the contract.

3. Retention of Video Surveillance Records:

a) Retention Period for Records which have not been Viewed:
Records which have not been viewed shall be erased within thirty (30) calendar days after they have been recorded. Records shall be erased in a manner which prevents personal information from being reconstructed or retrieved.

b) Retention Period for Records which have been Viewed:
Records which have been viewed for the purposes set out in this Policy shall be maintained for a minimum period of sixty (60) instructional school days after they were recorded and a maximum period of the balance of the school year in which they were recorded. Records shall be erased in a manner which prevents personal information from being reconstructed or retrieved.

c) Retention Period for Records which are being used in a Court /Tribunal Action or Other Proceeding:
Records which are required for an action or other proceeding shall be retained for the duration of the action or proceeding and for the applicable appeal period from any resulting decision in accordance with standard procedures for retention of evidence.

4. Auditing and Evaluating the Use of Video Surveillance:

a) The use and security of video surveillance equipment shall be subject to regular audits.
b) These audits should also address the Board's compliance with operational policies and procedures.
c) An external body may be retained in order to perform the audit.

d) Any deficiencies or concerns identified by the audit must be addressed as soon as possible.
e) Employees and service providers should be aware that their activities are subject to audit and that they may be called upon to justify their surveillance interest in any given individual.
f) The Board should regularly review and evaluate its video surveillance program in order to ascertain whether it is still justified. This should include an assessment of whether the deployment of cameras at a particular school remains justified.
g) This evaluation should occur at least once every three years.

III. Definitions

Personal Information is defined in section 2 of the Acts as being recorded information about an identifiable individual, which includes, but is not limited to, information relating to an individual's race, colour, national or ethnic origin, sex and age. Therefore, a simple image on a video surveillance system that is clear enough to identify a person, or the activities in which he or she is engaged in, would meet the requirements of the definition of "personal information" under the Acts.

Reception Equipment refers to the equipment or device used to receive, whether wired or wirelessly, or record the personal information collected through a video surveillance system, including a camera or video monitor or any other video, audio, physical or other mechanical, electronic or digital device.

Record is defined in section 2 of the Acts to mean any record of information, however recorded, whether in printed form, on film, by electronic means or otherwise, and includes: a photograph, a film, a microfilm, a videotape, a machine-readable record and any record that is capable of being produced from a machine-readable record.

Storage Device refers to a videotape, computer disk or drive, CD-ROM, computer chip, or other device used to store the recorded data or visual, audio or other images captured by a video surveillance system.

Video Surveillance System refers to a video, physical or other mechanical, electronic, wireless or digital surveillance system or device that enables continuous or periodic video recording or monitoring of individuals in school buildings and on school premises.

IV. Related Information

Information for this Procedure

POLICY: Video Surveillance
PROCEDURE A: General Provisions
APPENDIX A: Internal Access Log
APPENDIX B: External Access Log
APPENDIX C: Confidentiality Agreement

Legislation

Municipal Freedom of Information and Protection of Privacy Act

APPENDIX A: Video Surveillance Internal Access Log

School Name: _____

DATE (yyyy/mm/dd)	INDIVIDUAL NAME (Title)	REASON FOR ACCESS	DATE/TIME ACCESSED	DATE MEDIA DESTROYED	INDIVIDUAL SIGNATURE

APPENDIX B: External Access Log

Non-Board employees must fill in this Access Log prior to access to and/or removal of any video surveillance data storage device or media. Access shall be in accordance with the Municipal Freedom of Information and Protection of Privacy Act and the Board's Video Surveillance Policy and its Procedures.

School Name	
Date (yyyy/mm/dd)	
Contact Info for Individual Accessing or Copying Record	Individual Name: Organization: Street Address: City, Province, Code: Work Phone / Cell: Email: Badge No. Other Information:
Reason for Access to / Copying of Media	
Incident Location	
Incident Date & Time Range	

Incident Description	
Additional Incident Information	
Board Disclosure Authorization	Name (Title): _____ Signature: _____
Date Copy Made	
Person Making Copy	Name (Title): _____ Signature: _____
Date Copy Picked Up	
Person Picking Up Copy	Name (Title): _____ Signature: _____
Date Record Destroyed	

APPENDIX C: Confidentiality Agreement

I have read and understood this Confidentiality Agreement.

I agree to comply with its terms.

Video Surveillance Records are Personal Information and are Confidential
The collection, use and disclosure of video surveillance records is governed by the *Municipal Freedom of Information and Protection of Privacy Act* which imposes restrictions on the collection, use and disclosure of video surveillance records.

Purpose of Collection of Video Surveillance Records
The collection of personal information by video surveillance in schools and other Board facilities is a lawfully authorized activity which is necessary to:

- protect the safety of people in Board schools / facilities,
- protect Board property, and
- meet the Board's statutory obligations.

Permitted Use of Video Surveillance Records
Any information obtained through video surveillance systems may only be used to:

- protect the safety of people in Board schools / facilities,
- protect Board property, and
- meet the Board's statutory obligations.

Individuals Authorized to Access Surveillance Records

a) Only a Superintendent, a Principal, a Manager, and a designated alternate (designated by name and position, e.g., vice-principal, another principal or a principal designate) may review video surveillance records.

b) Circumstances which would warrant review will normally be limited to an incident that has been reported or observed or to investigate a potential crime.

c) Real-time viewing of monitors may be delegated by a Superintendent, the Principal and/or a Manager to a very limited number of individuals (e.g., a secretary, a special event security guard).

Disclosure of Video Surveillance Records

Video surveillance records shall only be disclosed as permitted by section 32 of the *Municipal Freedom of Information Act* which includes the following permitted disclosures:

a) for the purpose for which it was obtained or compiled or for a consistent purpose;

b) if the disclosure is made to an officer, employee, consultant or agent of the Board who needs the record in the performance of their duties and if the disclosure is necessary and proper in the discharge of the Board's functions;

c) for the purpose of complying with an Act of the Legislature or an Act of Parliament, an agreement or arrangement under such an Act or a treaty; and

d) if disclosure is to an institution or a law enforcement agency in Canada to aid an investigation undertaken with a view to a law enforcement proceeding or from which a law enforcement proceeding is likely to result;

PROCEDURE B: Security & Retention of Surveillance Records

I have read and will comply with the Procedure B requirements.

Consequences for Breach of the Board's Video Surveillance Policy and Procedures

I understand that I may be subject to discipline including dismissal for deliberate / reckless confidentiality breaches, non -compliance with the Freedom of Information and Protection of Privacy Act or non -compliance with the Board Policies and Procedures with respect to video surveillance.

_____	_____	_____
Name (Title) Print	***Signature***	***Date***