

INDIGENOUS EDUCATION ADVISORY COUNCIL

**Thursday, May 20, 2021, 6:00 pm
Zoom Meeting**

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1.	Opening (Elder Albert Dumont)	
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Safe Schools and Code of Conduct Policy Revisions

Policy Revision Team Members: Mary Jane Farrish, Colin Anderson, Engy Masieh and Jessica Young

Phase I Emergent Themes

Student Focus Groups Emergent Themes

- Welcoming atmosphere for everyone
- Diversity is recognized and honoured
- Safe spaces for all students
- Student mental health and well being
- Culture that promotes self expression
- Culture that supports indigenous students and their families
- More school mental health support
- Bullying
- Dress Code
- Vaping on School Property

Student Senate and Council Presidents Emergent Themes

- Mental Health Supports
- Dress Code
- Vaping on School Property
- Adding more security cameras for safety
- More SROs - greater police presence
- Fighting on school property and gang related behaviour
- Safe spaces in schools for ALL students
- Addressing racial slurs and homophobia
- Sexism and sex based violence

Parent Guardian Emergent Themes

- Bullying
- The use of social media
- Dress Code
- Mental health and well being of students and staff
- Understanding policies and procedures (hard to navigate)
- More community involvement in schools
- Understanding more about progressive discipline
- Violent Incidents in Schools

Multicultural Liaison Officers

Emergent Themes

- Safety in schools (wide ranging - from bullying to bus safety)
- School culture and awareness
- Use of social media
- The application and practice of progressive discipline
- Suspensions
- Building trust and effective communication with parents and community
- Racism and discrimination in schools
- Police in schools (defining their role)

School Administrators Emergent Themes

- Mental health of staff and students and how to support
- Bullying (definition, use of the term, progressive discipline)
- Digital Citizenship (the use of the social media)
- Communication and Engagement of Parents and Community
- Dress Code
- One, district wide CoC (schools then tailor it with some local content)
- Progressive Discipline and Mitigating Factors
- Exclusions
- Ease of access for all policies and procedures

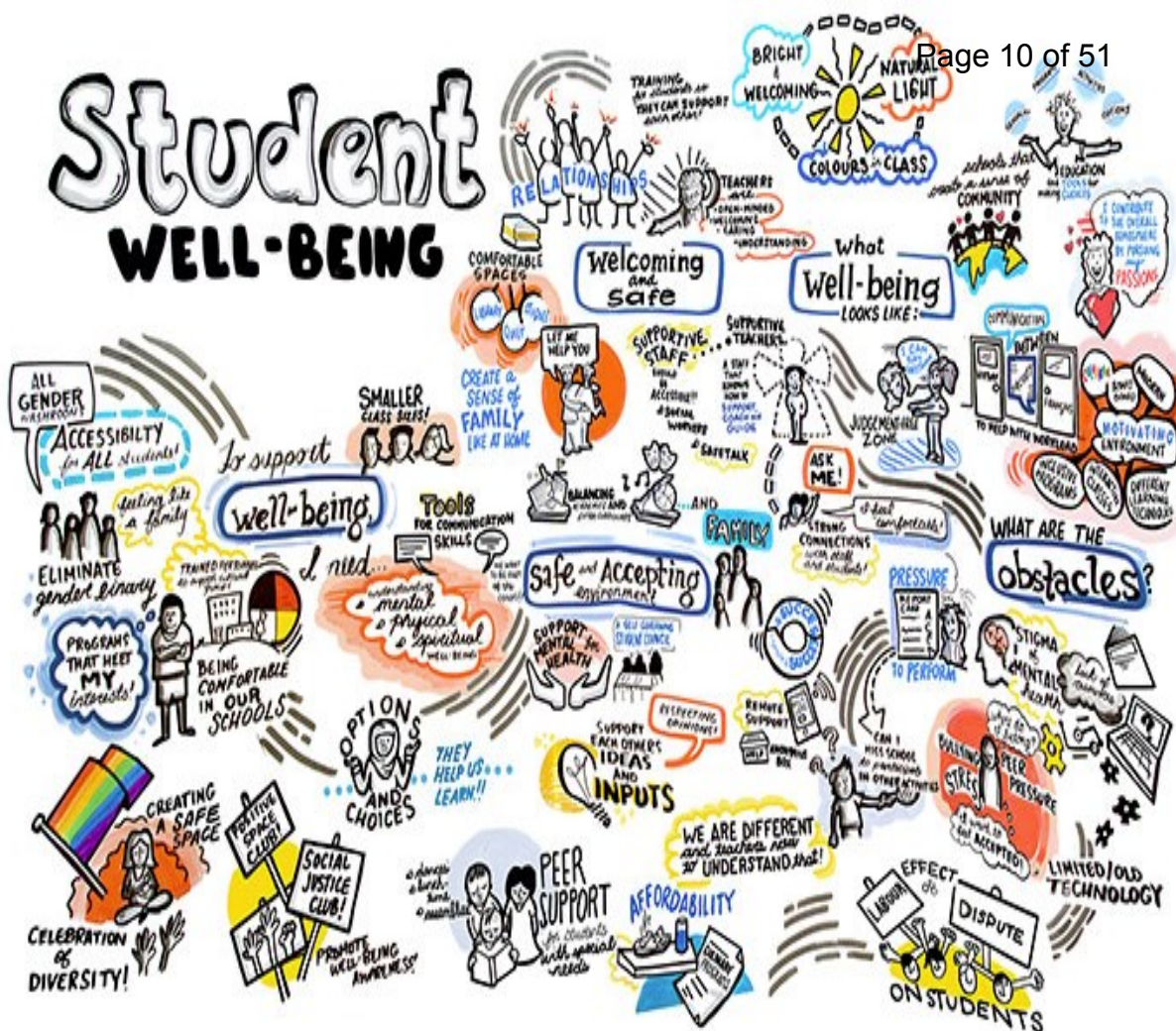
Federation partners

Emergent Themes

- Policies need to reflect ALL staff in terms of roles and responsibilities
- More PD: bullying, bias aware progressive discipline, mental health, restorative practices
- Better understanding of the role of the school based Safe Schools Team
- Better understanding of Exclusions and direction
- Responding to incidents involving dysregulation where 'violent Incidents' are reported
- Plans and processes such threat and risk assessments and behaviour and safety Plans

CHANGES TO REVISED POLICIES (highlights)

Safe Schools: Changes from previous policy	Code of Conduct: Changes from previous policy
<p>Worked with OCDSB Human Rights and Equity Advisor to create policy with a Human Rights and Equity lens / framework.</p>	<p>Worked with OCDSB Human Rights and Equity Advisor to create policy with a Human Rights and Equity lens / framework.</p>
<p>Now two separate Safe Schools Policies: Emergency Preparedness and Response, and Managing Student Behaviour.</p>	<p>Now one District Code of Conduct to be used in all schools, elementary and secondary.</p>
<p>Now limited to dealing with breaches of the Code of Conduct Policy.</p>	<p>All expectations of behaviour are now incorporated in this policy.</p>
<p>Now focuses on the promotion of positive student behaviour, disciplinary and disciplinary responses to breaches.</p>	<p>Now includes dress code expectations.</p>
<p>Withdrawal of transport privileges is now merged with this policy.</p>	<p>Substance abuse, smoking and vaping policies are now merged with this policy.</p>
<p>References a new Exclusion and Modified Days policy (under development) as one way to deal with breaches of Code of Conduct policy.</p>	<p>More positive language compared to previous policy.</p>





MEMORANDUM

Memo No. 21-038

TO: Trustees
Student Trustees

FROM: Mary Jane Farrish, Superintendent of Instruction
Camille Williams-Taylor, Director of Education

DATE: 26 March 2021

RE: **Distribution of Revised Safe School Policies: Phase 2 Consultation activities**

This memo accompanies copies of the revised Safe Schools policies for distribution to trustees. In addition, this memo communicates our updated actions for Phase II of Safe Schools policy consultations.

The revised policies, specifically School District Code of Conduct and Safe Schools (now divided into 2 policies) present a clearer delineation between the multiple policies within the safe schools area and improve coherence with the related Board procedures. We have worked to achieve clarity in the guiding principles in each of the revised policies and specific direction for execution through the related procedures.

Stakeholder feedback through Phase I of the consultation process has been incorporated in the revised policies and reflect community interest. With a goal of narrowing the objectives of our safe schools policies and making the contents easier to access for all, the current safe schools policy was divided into two main component areas 1) Managing Student Behaviour and 2) Emergency Preparedness and Response. In addition, six safe schools related policies were amalgamated into the two Safe Schools policies and the School District Code of Conduct.

Changes:

P.125.SCO School District Code of Conduct (Appendix A)

The following policies, bulleted below, have been amalgamated into the School District Code of Conduct. Both the Substance Abuse and Smoking and Vaping on Board Premises policies set conditions for safe schools and therefore they are merged with the School District Code of Conduct. In terms of Student Dress Code, feedback from stakeholders communicated the desire to craft the associated language in a positive way that focuses on respect and dignity for students and the School District Code of Conduct sets expectations to support a positive and respectful learning environment for students.

- P.034.SCO Substance Abuse;
- P.033.SCO - Smoking and Vaping on Board Premises; and
- P.104.SCO - Student Dress Code.

P.032.SCO Safe Schools (Managing Student Behaviour) (Appendix B)

Managing Student Behaviour (formerly Safe Schools) has been drafted to focus on student behaviours, from the promotion of positive student behaviours to non-disciplinary responses and disciplinary responses. This policy includes references to other safe schools policies in this category including a reference to a new exclusion and modified day policy, which is being finalized and will be distributed to you as soon as it is complete.

The following policy has been amalgamated into the Safe Schools Managing Student Behaviour Policy due to its natural fit within this policy's context:

- P.040.SCO Withdrawal of Transport Privileges

P.145.SCO Safe Schools (Emergency Preparedness and Response) (Appendix C)

A new policy P.145.SCO Safe Schools (Emergency Preparedness and Response) has been developed that will address some aspects formerly included in P.032.SCO Safe Schools. This new policy amalgamates the following two safe schools policies into this policy:

- P.011.SCO Emergency School Evacuations/School Closings; and
- P.092.SCO - Crisis Prevention Intervention and Response.

Next Steps:

Phase II consultations include modified timelines and delivery platforms recognizing the volume of priority consultation activities inviting engagement with many similar stakeholder groups. Two of the current consultations (Human Rights and Police Involvement in Schools policy consultations) may have some effect on the content of the revised safe schools policies and we will be able to make amendments to our revised policies where appropriate.

Continuation with Phase II of the consultation plan (see chart below) involves the sharing of draft policies to elicit feedback from community members in general and from selected stakeholder groups. The target date for presenting the revised policies for Board approval is June 2021.

Phase II Activities	When will the activity take place?	Via what forum?	Who will be facilitating the Phase II activity?

Public Distribution/ Access to Draft Policies	March, April, May 2021	OCDSB Website - Consultation Page and other electronic communications including newsletters and social media	Policy Development Team will reach out to OCDSB Communications Department
Direct Distribution of Draft Policies to selected stakeholder groups including those engaged in Phase 1 consultation activities	March, April, May 2021	Email	Policy Development Team will reach out to all groups listed in revised consultation plan
Facilitated Discussion Sessions with selected stakeholder groups who were not engaged in Phase 1 consultation activities	April, May 2021	Zoom/Google Meets	Policy Development Team will lead discussion sessions with stakeholders listed in revised consultation plan
On-going promotion for providing policy revision feedback Online	March, April, May 2021	Safe Schools Consultation Email: safeschools. consultation @ocdsb.ca	Policy Development Team will continue to monitor email account to receive feedback from the public

Attached:

Appendix A: Policy P.125.SCO

Appendix B: Policy P.145.SCO

Appendix C: Policy P.032.SCO

cc Director's Executive Council
 Board Services



POLICY P.125.SCO
TITLE: SCHOOL DISTRICT CODE OF CONDUCT
Date issued: XX Month 20XX
Last revised: XX Month 20XX
Authorization: Board: (XX Month 20XX) (same as Date Issued)

1.0 OBJECTIVE

To set out the expected standards of behaviour for all people in the OCDSB community in support of positive and respectful learning and working environments that enable students reach their full potential.

2.0 DEFINITIONS

In this policy,

- 2.1 **Alcohol** means all substances defined as liquor in the *Liquor License Act* as well as low-alcohol products.
- 2.2 **Board** means the Board of Trustees.
- 2.3 **Bullying** means aggressive and typically repeated behaviour by an individual where the behaviour is intended to cause harm, fear or distress to another individual, including physical, psychological, social harm, harm to the individual's reputation or harm to the individual's property, or to creating a negative environment for another individual. This behaviour occurs in a context where there is a real or perceived power imbalance between the bully and the victimized individual based on factors such as size, strength, age, intelligence, peer group power, economic, social or employment status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or special needs. Bullying behaviour includes the use of any physical, verbal, electronic, written or other means.
- 2.4 **Cannabis** carries the definition used in the *Cannabis Act*, 2017.
- 2.5 **Credible Threat** means a threat that is real and immediate, not conjectural or hypothetical.
- 2.6 **Cyber Bullying** means Bullying specifically by electronic means and may include, but is not limited to, sending or posting harmful or malicious messages or images through email, instant messages, cell phones, websites, and other technology.
- 2.7 **Discrimination** means treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their

age, ancestry, race, colour, citizenship, ethnic origin, place of origin, creed (religion), disability, marital status, family status, gender identity, gender expression, sex, or sexual orientation and record of offences.

- 2.8 **Educator** means teachers regulated under the *Ontario College of Teachers Act*, 1996, and early childhood educators regulated under the *Early Childhood Educators Act*, 2007.
- 2.9 **Fighting** means mutual, intentional participation in a physical altercation occurring between two or more persons with no one main offender. Fighting does not include verbal confrontation, unintentional contact that does not cause serious bodily harm, or self-defense.
- 2.10 **Harassment** means engaging in offensive behaviour or conduct against another person that is known, or ought reasonably to be known, to be unwelcome, including, but not limited to, exercise of power, authority or control over others based on protected grounds under the Human Rights Code. Harassment could be verbal, written, physical or environmental and may include: (i) unwelcome remarks, jokes, slurs; (ii) overt or covert ridiculing; (iii) shunning or exclusion; (iv) degrading or derogatory pictures, materials or behaviour; (v) the expression of hatred, or the production and/or dissemination of hate literature; (vi) discrimination, bullying or intimidation; and (vii) offensive gestures or threatening physical behaviour.
- Harassment may be:
- a) sexual, including advances, requests for sexual favours, actual sexual contact, or other conduct of a sexual nature which might reasonably be expected to cause insecurity, discomfort, offence or humiliation to another person or group and interferes with a student's safe learning environment;
 - b) racial and ethnocultural based on race, ethnic origin, skin colour, language, dress, citizenship, or religion.
 - c) sexist, homophobic or transphobic on the basis of sex, sexual orientation, gender identity and gender expression; and/or
 - d) personal, on the basis of an individual's intellectual or physical capacities or appearance or family status;
- 2.11 **Illegal Drugs** means drugs which have legal limitations on their ownership or use. They are often chemical products or other substances that when ingested, produce a mind altering effect. This includes prescription drugs that are used for purposes other than as prescribed by the medical professional issuing the prescription.
- 2.12 **Medical Cannabis User** means a person who is authorized to possess cannabis for the person's own medical purposes in accordance with the applicable federal law.
- 2.13 **Misconduct** means conduct by any member of the OCDSB community that contravenes this policy or other related Board policies and/or procedures.

- 2.14 **OCDSB Community** means students, parents/guardians and caregivers, trustees, staff, contractors and service providers, volunteers, visitors and community members.
- 2.15 **Personal Mobile Device** means any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone or a tablet.
- 2.16 **Prohibited Grounds of Discrimination** means grounds identified by the Ontario *Human Rights Code* and include age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed (religion), disability, family status, marital status, gender identity, gender expression; sex, sexual orientation, record of offences and socio-economic status.
- 2.17 **Prohibited Weapons** mean weapons such as switch blades, stun guns, pepper spray etc., for which it is a criminal offence to have in one's possession.
- 2.18 **Restricted Weapons** means any weapon that requires a permit to own and/or operate, such as firearms.
- 2.19 **Serious Bodily Harm** means bodily injury that will occur without significant delay which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.
- 2.20 **Smoking** means smoking and/or the holding of lighted tobacco, cannabis, or the use of other tobacco-type products, for example, chewing tobacco. Smoking does not include the holding of lighted tobacco or the use of other tobacco-type products in Indigenous cultural practices.
- 2.21 **Use/Abuse of Drugs** means the non-medical use/abuse of controlled or restricted drugs, including the following:
- a) all substances that are listed in the *Controlled Drugs and Substances Act*,
 - b) all "controlled drugs" and "restricted drugs" as defined and listed in the *Food and Drugs Act*, Schedule G (Sections 33 to 38) and Schedule H (Section 40);
 - c) all non-prescribed use/abuse of prescription medication; and
 - d) any other substance, when used to induce a mind- or body-altering effect (such as solvents, correction fluids, gasoline and cleaning fluids).
- 2.22 **Vaping** means using 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 inhaling the vapor of the device directly through the mouth, whether or not the vapor contains nicotine.
- 2.23 **Weapons** are defined in the Criminal Code as follows:
- a) as anything used or intended for use in causing death or injury to persons whether designed for such purpose or not; or
 - b) anything used or intended for use for the purpose of threatening or intimidating any person.

3.0 GUIDING PRINCIPLES

- 3.1 The Board believes a school should be a place that promotes wellbeing, responsibility, respect, civility, accountability and academic excellence ultimately developing responsible members of a diverse, democratic and inclusive society.
- 3.2 The Board believes that the ten attributes of the [“Community of Character”](#) are the foundation for excellence and equity in education against which all individuals in the OCDSB hold themselves accountable.
- 3.3 Character development is a responsibility shared between home, school and community. Students need to be exposed to good character and have the importance of it reinforced by everyone around them.
- 3.4 A positive school climate exists when all members of the OCDSB community feel safe, accepted and valued upholding social justice and the human rights and dignity of each person.
- 3.5 Responsible citizenship involves appropriate participation in the civic life of the OCDSB community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- 3.6 The Board believes that bullying, harassment, and discrimination are serious issues that have far reaching consequences for both the entire OCDSB community and the community at large as it:
 - a) adversely affects a person’s ability to learn and function as a well-adjusted individual;
 - b) adversely affects healthy relationships and the school climate;
 - c) adversely affects a school’s ability to educate its students; and
 - d) can have long-term effects on individuals.
- 3.7 The Board believes that children who suffer prolonged victimization through bullying, harassment or discrimination, as well as children who use power and aggression through bullying, harassing or discriminating behaviour, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

4.0 SPECIFIC DIRECTIVES

- 4.1 At all times, this policy shall be interpreted to be consistent with other Board policies related to human rights and equity and with the Ontario *Human Rights Code*.
- 4.2 The School District Code of Conduct applies to all schools. Schools shall establish a process that clearly communicates the School District Code of Conduct to all parents/guardians, students, principals, teachers, other school staff, and members of the OCDSB community at the start of each school year in order to obtain their commitment and support.
- 4.3 The District shall provide opportunities for all of the staff to acquire the knowledge,

skills, and attitudes necessary to promote a safe, inclusive, and accepting working and learning environment.

Scope of Application

- 4.4 The School District Code of Conduct applies to all members of the OCDSB community.
- 4.5 The School District Code of Conduct applies on Board property, school buses, in a virtual learning environment, on electronic media (cyber-bullying), at school-authorized events or activities, in before- and after-school programs including co-curricular activities and field trips, and may be applied to any other circumstances that may have a negative impact on the school climate.

5.0 STANDARDS OF CONDUCT - OCDSB COMMUNITY

- 5.1 All members of the OCDSB community must:
- a) respect and comply with all applicable federal, provincial, and municipal laws;
 - b) demonstrate age and developmentally appropriate behaviour while upholding the principles enshrined in this policy;
 - c) act with honesty and integrity including copyright and academic acknowledgement;
 - d) respect differences in people, their ideas, and their opinions and treat one another with respect and dignity at all times, and especially where there is disagreement;
 - e) contribute to creating a positive school climate that is inclusive, accepting and respectful of all people and free from discrimination based on prohibited grounds by the Human Rights Code;
 - f) show proper care and regard for school property in compliance with Policy P.060.FIN Vandalism, Theft, Damage, or Loss Affecting Board Property, and for the property of others;
 - g) take appropriate measures to help those in need;
 - h) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
 - i) respect all members of the OCDSB community, especially persons in positions of authority;
 - j) not swear at a teacher or at another person in a position of authority;
 - k) refrain from any violent actions, including causing injury to any person with an object and/or inflicting or encouraging others to inflict bodily harm on another person;
 - l) not engage in physical, verbal, oral or written sexual or psychological abuse, threatening, intimidation, extortion, gang-related activities, or vandalism;

- m) uphold the appropriate and responsible use of technology in accordance with [Policy P.100.IT Appropriate Use of Technology](#); and
- n) take responsibility for their own actions.

Discrimination, Harassment and Hate-related Behaviour

- 5.2 Harassment or discrimination shall not be accepted. Schools must take action to prevent, stop and address harassment and discrimination.
- 5.3 Behaviour that is biased, prejudiced or hate-related on the basis of a prohibited ground of discrimination, shall not be accepted. This includes the wearing of hate or racist symbols, distributing hate information, producing hate-related vandalism including graffiti, and uttering derogatory remarks or slurs (e.g. the N-word and other racist phrases, homophobic insults, Islamophobic comments, ability-based slurs, etc.).
- 5.4 Harassment of students is addressed under [Board Policy P.103.HR](#) and [Procedure PR.542.HR](#) Alleged Employee Misconduct Towards a Student.
- 5.5 Harassment of employees is addressed under [Board Policy P.009.HR](#) and [Procedure PR.652.HR](#) Respectful Workplace (Harassment Prevention).

Bullying Prevention

- 5.6 Bullying shall not be tolerated and schools shall try to eliminate the incidences of bullying through prevention and early intervention.
- 5.7 Each school shall develop and implement a school-wide bullying prevention and intervention plan consistent with a restorative practice and progressive discipline approach that includes:
 - a) appropriate and timely responses to address incidents of bullying;
 - b) safe reporting processes that minimize the possibility of reprisal; and
 - c) strategies and support for students who have been bullied, students who bullied others, bystanders, and others who have been affected by observing bullying.
- 5.8 Each school shall establish a safe and accepting schools team responsible for school safety that is composed of at least one student, one parent, one teacher, one support staff member, one community partner, and the principal or a designate. The team must have a staff chair. The school will make efforts to ensure that membership of the safe schools team is representative of the school's diverse population and includes racialized and minoritized members.
- 5.9 When someone experiences or observes bullying behaviour, they are expected to report it to a teacher, teaching assistant or school administrator immediately and they will take action.
- 5.10 In developing and implementing bullying prevention and intervention in schools, principals shall consult [Procedure PR.659.SCO Bullying Prevention and Intervention](#).

Vaping and Smoking

- 5.11 Smoking and vaping are prohibited at all times in all buildings, including schools, offices, administrative buildings, warehouses, and other facilities, as well as contracted school buses. This also applies to Board-owned vehicles and private vehicles parked on Board property and during any school related activities off school premises.
- 5.12 Leases to organizations renting Board property shall include a provision banning smoking/vaping in alignment with this policy and [Procedure PR.522.SCO Smoking and Vaping on Board Premises](#).

Substance Use and Abuse

- 5.13 The use and possession of alcohol, cannabis, narcotics, and illegal drugs, other than those medically prescribed, are prohibited at all times in all buildings, including schools, offices, administrative buildings, warehouses, and other facilities, as well as contracted school buses, except as prescribed in [Policy P.135.CON: Community Use of School Facilities](#). This also applies to Board-owned vehicles and private vehicles parked on Board property and during any school related activities off school premises.
- 5.14 No one shall be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), or illegal drugs.
- 5.15 No one shall provide others with alcohol, illegal drugs or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes).
- 5.16 The misuse of solvents, gasoline and cleaning fluids, and low-alcohol products is not permitted.
- 5.17 The District shall take all feasible measures to eliminate the use of alcohol, cannabis, and illegal drugs by students within its jurisdiction by applying both public health measures, and corrective and supportive progressive discipline.
- 5.18 Schools shall foster an anti-drug/alcohol/cannabis culture in schools by supporting programs that will help students develop the skills needed to make healthy lifestyle choices.
- 5.19 Schools shall endeavor to identify and understand the factors that influence substance use/abuse, and focus on prevention and early intervention for students with alcohol, cannabis, and/or drug problems.
- 5.20 The District shall support professional development opportunities to ensure educators and other staff are competent and confident in recognizing and handling substance abuse.

Weapons

- 5.21 The Board is seriously concerned about issues of assault, threat and intimidation and thus it strictly prohibits the use, possession, display and/or trafficking in restricted weapons, replicas of restricted weapons, ammunition, or attachments.
- 5.22 Except for restricted and prohibited weapons which are always considered weapons, the principal/designate will determine in the circumstances whether an object meets the definition of a weapon.

- 5.23 In situations where weapons are involved, staff shall act in accordance with [Procedure PR.525.SCO Weapons](#).

Response to Misconduct

- 5.24 The Board is committed to building, sustaining and continually improving relationships with members of the OCDSB community with the ultimate goal as the provision of student safety and well-being.
- 5.25 Infractions by students and staff of this policy are addressed under sections 6.0 and 8.0, respectively.
- 5.26 Infractions by Trustees are addressed under [Board Policy P.073.GOV Board Member Code of Conduct](#) and [Policy P.141.GOV Integrity Commissioner](#).
- 5.27 Where the presence of a member of the OCDSB community who is contravening this policy is deemed detrimental by an authorized person to the safety or well being of a person on the premises, they shall not be permitted to remain on school premises. Failure to leave the premises when asked will result in the visitor being considered a trespasser and will be dealt with in accordance with Procedure [PR 524 SCO - Access To School & Board Premises](#).

6.0 STANDARDS OF CONDUCT - STUDENTS

- 6.1 Students shall abide by the expectations in this section (6.0) in addition to the behavioural expectations of all OCDSB community members stated in section 5.0.
- 6.2 Students shall demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. These standards are demonstrated when students:
- a) come to school with regular attendance, prepared, on time, and ready to learn;
 - b) practice honesty and integrity including but not limited to: not participating in or encouraging plagiarism, misrepresentation of original work, lying, cheating, theft of evaluation instruments, use of unauthorized aids or false representation of identity;
 - c) show respect for themselves, for others, for those in authority;
 - d) refrain from bringing anything to school that may compromise the safety of others; and
 - e) demonstrate appropriate online conduct/manners and refrain from improper/unethical use of technology, including computer hacking and cyber-bullying. Internet use for any purpose which is contrary to the intent of this policy is strictly prohibited. This includes all forms of violence, threats and harassment directed at staff members, students or any member of the OCDSB community. This applies to school, work and personal Internet use.

Use of Technology During Instructional Time

- 6.3 The use of personal mobile devices during instructional time is permitted under the following circumstances:
- a) for educational purposes, as directed by an educator;

- b) for health and medical purposes; and
 - c) to support special education needs.
- 6.4 If a student or other person employed by the Board requires the use of a personal mobile device as an accommodation under the Ontario *Human Rights Code*, the Board shall allow such an accommodation to the point of undue hardship.

Fighting

- 6.5 Fighting is an unacceptable response to conflict.
- 6.6 The District shall ensure that the school discipline response to fighting is administered in such a way as to keep students within their traditional learning environment, and avoid suspension, and expulsion to the greatest extent practicable.

Dress Code

- 6.7 The Board recognizes that all students have the right to express themselves fully in school through choosing clothing, hair styles, jewelry and accessories that appropriately represent and affirm their varied identities.
- 6.8 Clothing may not depict, advertise or advocate the use of alcohol, tobacco, cannabis or other controlled substances.
- 6.9 Clothing may not depict pornography, nudity or sexual acts, or feature profanity.
- 6.10 Clothing or personal possessions may not use or depict bias, prejudice or hate speech targeting individuals or groups based on prohibited grounds of discrimination.
- 6.11 Inappropriate dress includes any clothing or personal possession that has representations and/or language that depict violence, profanity, discriminatory, hateful, or sexually explicit images or sentiments is prohibited.
- 6.12 Schools shall not suspend for uniform or dress code violations without consultation with SOI and/or System Principal for Safe Schools.

Response to Student Misconduct

- 6.13 When students breach the code of conduct, schools shall consider implementing measures along the progressive discipline continuum in alignment with [OCDSB Policy P.032.SCO Safe Schools \(Managing Student Behaviour\)](#).
- 6.14 Schools will follow the Protocol to Accompany Safe Schools Policies in the City of Ottawa to guide their decisions to involve police as a response to student misconduct, which shall be considered as a last resort.

7.0 STANDARDS OF CONDUCT - PARENTS, GUARDIANS, AND CAREGIVERS

- 7.1 Parents, guardians, and caregivers play an important role in the education of their children, and should support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents, guardians, and caregivers fulfill their role with respect to the School District Code of Conduct when they:

- a) show an active interest in their child's school work and progress;
- b) communicate regularly and meaningfully with the school;
- c) help their child be neat, appropriately dressed, organized, and prepared for school;
- d) ensure that their child attends school regularly and on time;
- e) promptly report to the school their child's absence or late arrival;
- f) demonstrate conduct in keeping with the School District Code of Conduct and school rules;
- g) encourage and assist their child in following the School District Code of Conduct;
- h) assist school staff in identifying root causes of inappropriate behaviour and deal with disciplinary issues involving their child;
- i) alert the school to any accommodations required by their child on the basis of a prohibited ground of discrimination, to fully access education and work with the administration to collectively determine an appropriate accommodation to the point of undue hardship;
- j) demonstrate respect for all students, staff, other parents, volunteers, and all other members of the OCDSB community; and
- k) are engaged in the initiatives that foster a positive, safe school environment.

8.0 STANDARDS OF CONDUCT - EMPLOYEES

8.1 Principals take a leadership role in the daily operation of a school by:

- a) demonstrating care for the OCDSB community and a commitment to student achievement and well-being in a safe, inclusive, accepting and respectful learning environment;
- b) ensuring that the best interests and dignity of the child guide all decision-making about that child;
- c) holding everyone under their authority accountable for their own behaviour and actions;
- d) taking proactive steps to prevent, stop and sensitively address bullying; biased, prejudiced, hate-based behaviour; and discrimination and harassment on prohibited grounds. This includes communicating to their staff and students that this behaviour is not acceptable, will be taken seriously and providing information on how to report it;
- e) ensuring that appropriate accommodations are provided, to the point of undue hardship, to ensure individuals or groups are not subject to a prohibited ground

of discrimination;

- f) empowering students to be positive leaders in their school and community;
- g) communicating regularly and meaningfully with all members of their school community;
- h) maintaining proper order and discipline within the school; and
- i) providing an example of respect and civility for all members of the OCDSB community.

8.2 Under the leadership of their principals, teachers and other school staff members are to maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and support staff will uphold these high standards when they:

- a) use respectful, inclusive terminology, including a person's chosen name and pronouns when engaging with a person, and not use slurs;
- b) help students work to their full potential and develop their sense of self-worth to become positive leaders in their classroom, school, and community;
- c) communicate regularly and meaningfully with parents;
- d) maintain consistent standards of behaviour with all students;
- e) demonstrate respect for one another, all students, staff, parents, volunteers, and other members of the OCDSB community;
- f) prepare students for the full responsibilities of citizenship;
- g) establish a range of clear, fair, consistent, and developmentally appropriate interventions, supports, direct skill instruction and learning consequences in response to student misconduct;
- h) appropriately respond to and report behaviours which may have a negative impact on school climate;
- i) intervene sensitively and immediately to stop and address behaviour that is bullying, biased, prejudiced or hate-related, harassing or discriminatory on prohibited grounds; and
- j) demonstrate conduct in keeping with this policy, and Board policies and procedures.

District Response to Employee Misconduct

8.3 The District shall ensure that noncompliance with this policy by employees will lead to timely appropriate corrective and/or disciplinary action.

Implementation

- 8.4 When a school enters into an agreement with a third party with respect to rental of school space or for the provision of before- and after-school programs, the District must include in the agreement a requirement that the other party follow standards that are consistent with this Code of Conduct.
- 8.5 The Director of Education/Secretary of the Board is authorized to issue such procedures, guidelines and other materials as may be necessary to implement this policy.

9.0 REFERENCE DOCUMENTSEducation Act, 2000OCDSB Policy P.009.HR Respectful Workplace (Harassment Prevention)OCDSB Policy P.026.SCO Student Suspension and ExpulsionOCDSB Policy P.032.SCO Caring and Safe SchoolsOCDSB Policy P.060.FIN Vandalism, Theft, Damage, or Loss Affecting Board PropertyOCDSB Policy P.073.GOV Board Member Code of ConductOCDSB Policy P.100.IT Appropriate Use of TechnologyOCDSB Policy P.103.HR Alleged Employee Misconduct Towards a StudentOCDSB Policy P.129.GOV Complaints Resolution PolicyOCDSB Policy P.135.CON Community Use of School FacilitiesOCDSB Policy P.141.GOV Integrity CommissionerOCDSB Procedure PR.515.SCO Student Suspension and ExpulsionOCDSB Procedure PR.521.SCO Safe SchoolsOCDSB Procedure PR.522.SCO Smoking and vaping on Board PremisesOCDSB Procedure PR.523.SCO Substance AbuseOCDSB Procedure PR.524.SCO Access To School & Board PremisesOCDSB Procedure PR.525.SCO WeaponsOCDSB Procedure PR.528.SCO Critical Incident Review ProcessOCDSB Procedure PR.533.SCO Police Involvement In SchoolsOCDSB Procedure PR.534.SCO Investigation, Search, and/or Seizure (Students)OCDSB Procedure PR.541 HS Alleged Harassment Of An EmployeeOCDSB Procedure PR.542.HR Alleged Employee Misconduct Toward A StudentOCDSB Procedure PR.543.HR Alleged Harassment Of A StudentOCDSB Procedure PR.618.CUR Antiracism and Ethnocultural EquityOCDSB Procedure PR.628.SCO Student Dress CodeOCDSB Procedure PR.659.SCO Bullying Prevention and Intervention



POLICY P.032.SCO
TITLE: SAFE SCHOOLS (MANAGING STUDENT BEHAVIOUR)
Date issued: 13 May 2008
Last revised: XX Month 20XX
Authorization: Board: (XX Month 20XX)

1.0 OBJECTIVE

To create a caring and safe learning environment to promote positive behaviour to empower all students to reach their full potential through bias-aware prevention and intervention strategies.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees.
- 2.2 **Bias** means an opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgments.
- 2.3 **Discrimination** means is treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their age, ancestry, race, colour, citizenship, ethnic origin, place of origin, creed (religion), disability, marital status, family status, gender identity, gender expression, sex, or sexual orientation.
- 2.4 **District** means Ottawa-Carleton District School Board.
- 2.5 **Student Exclusion** means the principal's authority, in section 265 (1)(m) of the *Education Act*, that permits a principal to temporarily refuse to admit, to the school or to a class, someone whose presence in the school or classroom would, in the principal's judgment, be detrimental to the physical or mental well-being of others.
- 2.6 **Expulsion** means a disciplinary action which results in the removal of a student from school and school related activities for a period of time as specified by the Board. Expulsion is used to address activities typically seen as more severe than those addressed by suspension.
- 2.7 **Progressive Discipline** means 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.

- 2.8 **Restorative approaches** are based on respect, compassion and inclusivity. Restorative approaches encourage meaningful engagement and accountability and provide an opportunity for healing, reparation and reintegration. Sometimes the process replaces suspensions and sometimes it runs alongside.
- 2.9 **School Climate** means the learning environment and relationships found within a school and school community.
- 2.10 **School Community** means students, parents/guardians, trustees, staff, contractors and service providers, volunteers, visitors and community members.
- 2.11 **Suspension** means the temporary removal of students from school and related activities for a specific period of time where it has been determined that the student has engaged in any activity for which a suspension must be considered and would have a negative impact on the school climate.

3.0 GUIDING PRINCIPLES

- 3.1 The Board believes that being and feeling socially, emotionally and physically safe is a precondition for student learning, achievement and well-being. A caring and safe school culture is the responsibility of all members of the OCDSB community.
- 3.2 In recognition of the disparity of experiences and outcomes for some identity groups in progressive discipline, this policy is grounded in respect for each person's dignity, rights and responsibilities, free from oppression and racism, and is bias-aware.
- 3.3 Open and ongoing culturally-sensitive and trauma-sensitive ongoing communication between school and home, which is culturally and trauma-sensitive, is essential to building relationships of trust which supports student learning and well-being.
- 3.4 A safe learning environment begins in the classroom through restorative approaches and progressive discipline that promotes healthy relationships and community building, and prioritizes prevention and early intervention.
- 3.5 The Board recognizes the rights of its students to be consistent with the Universal Declaration of Human Rights, the United Nations Convention on the Rights of the Child, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code.

4.0 SPECIFIC DIRECTIVES

Application and Scope

- 4.1 OCDSB policies shall conform to international regulations pertaining to the rights of the child and where there is inconsistency in the operation of this policy with any of the principles enshrined in Board policy P.XXX.GOV Human Rights, the latter shall prevail.
- 4.2 Student behaviour inconsistent with the expectations stipulated in Policy P.125.SCO School District Code of Conduct shall be addressed under this policy and associated procedures.

- 4.3 Student behaviour addressed in this policy is not limited to conduct on school property but also includes:
- a) conduct at a school-related activity, on school buses, during field trips, or at other school-related activities off school premises; and
 - b) conduct in other circumstances where engaging in the conduct is likely to have a negative impact on the school climate.
- 4.4 This policy does not govern modifications to the school day or temporary exclusion of a student from school, in accordance of section 265(1)(m) of the Education Act. Please refer to Board Policy P.144.SCO Modified Days and Exclusions and the accompanying procedure.

Response to Inappropriate Student Behaviour

- 4.5 School staff who work directly with students shall respond to breaches to the School District Code of Conduct in a timely, supportive, and sensitive manner prioritizing the students' safety.
- 4.6 Responses shall be clear, fair, and consistent, prioritizing the best interest of the student, and shall minimize disruptions to the child's learning process.
- 4.7 Restorative approaches shall be considered in conjunction with all measures along the progressive discipline continuum, in alignment with [Procedure PR.660.SCO Progressive Discipline and Promoting Positive Student Behaviour](#).
- 4.8 Implementing bias-aware progressive discipline requires an understanding of key human rights principles enshrined in the Human Rights Code and articulated in [Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders, MOE and OHRC, 2013](#), and shall be used to limit disparities in the use of disciplinary referrals, in the severity of punishments, or in the impact of disciplinary action on students based on any protected ground for discrimination under the Human Rights Code.
- 4.9 When making decisions about interventions, supports, and progressive discipline, the student, or student's parent/guardian should be provided the opportunity to be heard and the views of the student shall be given due weight according to their stage of development.
- 4.10 Schools shall connect the student and their parents/guardians or caregivers to school and/or community partner supports to help address the underlying causes and help the student deal with the factors causing the behaviour.
- 4.11 When considering a suspension or an expulsion in response to a student's inappropriate behaviour, the District shall consider mitigating and other factors listed in Board Policy P.026.SCO Student Suspension and Expulsion and the accompanying procedure.
- 4.12 Principals may temporarily withdraw a student's transportation privileges, where the student's presence would, in the principal's judgment, be detrimental to the physical or

mental well-being of others on the transportation, in accordance with PR.530.SCO
Withdrawal of Transportation Privileges.

Communications

- 4.13 The District and schools shall engage in open communication and consultation with the members of its community to foster a caring, inclusive, accepting and safe school environment and to fulfill the guiding principles and objectives of the policy.
- 4.14 The District shall establish protocols with community agencies to support prevention and intervention programs.
- 4.15 The District shall conduct anonymous school climate surveys around perceptions on the fair and effective application of discipline and perceptions of safety and belonging.
- 4.16 The District shall provide training to all administrators, teachers, occasional teachers and support staff to support the implementation of this policy.
- 4.17 The District shall ensure that students, school bus drivers and operators, support staff, parents/guardians, members of community agencies, and volunteers are made aware of the policy.
- 4.18 Subject to legislation governing disclosure of personal information, as appropriate and on an ongoing basis, trustees and school council chairs shall be made aware of major violent events that have occurred.
- 4.19 The Board shall be provided with a disaggregated report annually on suspension and expulsions to monitor safety and help to inform and assist in the prevention of bias and elimination of barriers which result from the discriminatory application of the policy.
- 4.20 The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

5.0 REFERENCE DOCUMENTS

[United Nations Convention on the Rights of the Child](#)

[Canadian Charter of Rights and Freedom](#)

[Ontario Human Rights Code](#)

[Education Act, Ontario Regulations 472/07 and 474](#)

[Provincial Model for a Local Police/ School Board Protocol, 2015](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 119](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 120](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 128](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 141](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 142](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 144](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 145](#)

[Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12](#)

[Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders, MOE and OHRC, 2013](#)

[OCDSB P.022.SCO Appeals Hearing Panel \(Student Suspension\)](#)
[OCDSB P.023.SCO Expulsion Hearing Panel \(Students\)](#)
[OCDSB P.125.SCO School District Code of Conduct](#)
[OCDSB PR.512.SCO Appeals Hearing Panel \(Student Suspension\)](#)
[OCDSB PR.513.SCO Expulsion Hearing Panel \(Students\)](#)



POLICY P.145.SCO

TITLE: SAFE SCHOOLS (EMERGENCY PREPAREDNESS AND RESPONSE)

Date issued: XX Month 2021
Last revised: XX Month 20XX
Authorization: Board: (XX Month 20XX)

1.0 OBJECTIVE

To protect the physical safety of students, staff and volunteers in schools in response to emergencies and tragic events while fulfilling both the education and law enforcement systems requirements.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** means the Board of Trustees.
- 2.2 **District** means Ottawa-Carleton District School Board.
- 2.3 **Lockdown** means an emergency course of action to secure persons in a school, out of sight, in a safe location in the event of an active threat where serious injury or death is imminent or occurring.
- 2.4 **School Climate** refers to the learning environment and relationships found within a school and school community.
- 2.5 **School Community** refers to students, parents/guardians, trustees, staff, contractors and service providers, volunteers, visitors and community members.
- 2.6 **Secure School** means a course of action taken by the principal or designate to restrict the movement of persons within the school. Secure school can be called for a variety of reasons. Staff and students can continue with their regular routine but must remain within the designated safe area.
- 2.7 **Shelter in Place** means a course of action taken by the principal or designate to contain the movement of persons to within the school. Typically called in response to a hazard or threat outside of the building, exterior doors may be locked and people will not be permitted to leave the building. Regular routines may continue within the school.

- 2.8 **Violence/Threat Risk Assessment (VTRA) protocol** means a document that outlines how a school responds immediately to threatening incidents while providing the best supports to the students so their behaviour does not become violent or self-injurious.

3.0 GUIDING PRINCIPLES

- 3.1 The Board believes that being and feeling physically safe is a precondition for student learning, achievement and well-being.
- 3.2 The Board strives to ensure the continuation of quality education delivery to our students during emergencies through the careful planning and preparedness for emergencies and tragic events.
- 3.3 The Board recognizes its vital role, along with community health and social services partners, including the Ottawa Police Services, in preparing for and dealing with emergencies and/or tragic events.
- 3.4 The Board believes an effective implementation of a community violence/threat risk assessment (VTRA) protocol requires collaborative planning and timely sharing of relevant information with relevant partners in order to prevent school-based violence.
- 3.5 The Board recognizes there will be occasions when schools will have to be evacuated or closed for a temporary period in response to emergency situations.
- 3.6 The Board believes that there should be a collaborative response to incidents addressed in this policy where the students' rights to privacy is respected and the safety of all students and staff is prioritized.

4.0 SPECIFIC DIRECTIVES

Application and Scope

- 4.1 When dealing with emergencies addressed in this policy, schools will ensure compliance with the Provincial Model for a Local Police/School Board Protocol, the Regional Safe Schools Committee's Protocol to Accompany Safe Schools Policies in the City of Ottawa; the Youth Criminal Justice Act and, for students under the age of 12, the Child and Family Services Act.
- 4.2 Nothing in the Protocol to Accompany Safe Schools Policies in the City of Ottawa is to be applied so as to contravene the *Criminal Code*, the *Education Act*, or the *Municipal Freedom of Information and Protection of Privacy Act*.
- 4.3 This policy applies to schools premises and school related activities, and other activities where an event may have a negative impact on students' safety and well-being.

Planning for External Safety Concerns

- 4.4 Schools shall annually prepare the following emergency plans:
- a) Fire Safety Plan in compliance with [PR 575 HS - Emergency Planning - Fire Drills and Fire Safety Plan](#);

- b) Emergency Evacuation Plan in response to emergencies in compliance with [PR 506 SCO - Emergency School Evacuations & School Closings](#).
- 4.5 Additionally, schools shall be prepared to respond to the following emergency scenarios:
- a) bomb threat, suspicious package or device in accordance with [Procedure PR 604 SCO - Bomb Threats](#);
 - b) active threats in alignment with lockdown procedures covered in the Protocol to Accompany Safe Schools in the City of Ottawa; and
 - c) intruders not authorized to be present in a Board property in compliance with the *Trespass to Property Act 1990* following [OCDSB PR.524.SCO: Access to School/Board Premises](#);
 - d) serious or critical injury; and
 - e) fires, hazardous materials or explosive incidents.

Emergency School Evacuations

- 4.6 Based on the nature of the emergency, schools may be evacuated/closed for a temporary period on an individual, group, or system-wide basis.
- 4.7 Decisions regarding the emergency evacuation/closing of a school or schools shall be made in the best interests of student safety.
- 4.8 Emergency evacuation/closing plans shall include plans to inform parents/guardians/caregivers of the emergency evacuation/closing insofar as may be feasible in the circumstances.

Emergency Response Drills

- 4.9 Schools shall annually conduct lockdown drills in collaboration with Ottawa Police Services and in accordance with the Protocol to Accompany Safe School Policies in the City of Ottawa.
- 4.10 Schools shall annually conduct fire drills in accordance with [PR 575 HS - Emergency Planning - Fire Drills and Fire Safety Plan](#).

Lockdowns, Secure Schools, Shelter in Place

- 4.11 Schools will train staff and students on the deployment of lockdown, secure school, shelter in place procedures.

Planning for Student-related Safety Concerns

- 4.12 In collaboration with community partners, the District will develop multi-disciplinary Violence Threat Risk Assessments (VTRAs) for schools as a highly effective means of preventing and managing situations that could otherwise negatively impact the safety of students and/or school staff.
- 4.13 Schools, in consultation with concerned students and their families, will collect information, analyze data and consult with local partners and service providers to determine an appropriate response and support plan.

- 4.14 While prioritizing students' safety, schools shall respect students' right to privacy when their personal information is shared throughout this process.
- 4.15 Schools shall form VTRA teams along with relevant stakeholders and train member staff on their protocol.
- 4.16 Where a criminal investigation results from the actions of a student(s) that brings about a violence/threat risk assessment, the District will ensure an open line of communication with other investigating parties, whenever possible and allowable. This will ensure that any resulting criminal investigation is not jeopardized by the District's investigations or other community partners'.
- 4.17 The District shall review its community-based VTRA Protocol biannually together with police and community partners.

Suicidal/Life Threatening Behaviour

- 4.18 The District shall provide a range of prevention strategies including curriculum approaches that stress the development of positive self-esteem, responsible problem solving, and good mental health practices and social skills.
- 4.19 Through collaboration with community partners, such as CHEO, the Board shall support schools' proactive response to indicators of suicidal behaviours in a student.
- 4.20 The District shall provide resource materials to schools on awareness of suicidal behaviours and associated responses for dealing with trauma, tragedy and loss of life within the Board, its schools and the community.

Tragic Events

- 4.21 Schools shall establish Tragic Events Response Teams in compliance with [PR.607.SCO Crisis Prevention, Intervention and Postvention](#).

Caring for Students with Life-threatening Medical Conditions

- 4.22 Parents must provide the school with enough back-up medication as a precautionary measure for emergency situations.
- 4.23 Daily care for students with life-threatening medical conditions is performed in compliance with [Board Policy P.108.SCO Care for Students with Severe or Life-threatening Medical Conditions](#).

Communications

- 4.24 The District shall provide administrators, teachers, occasional teachers and support staff with procedures and guidelines that support the implementation of this policy.
- 4.25 Subject to legislation governing disclosure of personal information, as appropriate and on an ongoing basis, trustees and school council chairs shall be made aware of emergencies and/or tragic events that have occurred in schools.
- 4.26 The District shall limit the sharing of personal information related to emergencies and/or tragic events without appropriate consent. Wherever possible and reasonable, informed consent should be obtained.

Implementation

- 4.27 Following drills and emergencies or tragic events, involved staff shall engage in a debrief making recommendations for corrective actions where opportunities for improvement exist.
- 4.28 The District shall regularly review its emergency preparedness and response procedures and revise them as necessary.
- 4.29 The Director of Education shall, on behalf of the Board, participate with other Ottawa area school boards and the Ottawa Police Service, in the revision of a Protocol to Accompany Safe Schools Policies in the City of Ottawa.
- 4.30 The Director of Education is authorized to issue OCDSB procedures as may be necessary to support the implementation of this policy.

5.0 REFERENCE DOCUMENTS

[*Education Act, Ontario Regulations 472/07 and 474*](#)

[Provincial Model for a Local Police/ School Board Protocol, 2015](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 119](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 120](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 128](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 141](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 142](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 144](#)

[Ministry of Education Policy/Program Memoranda \(PPM\) 145](#)

[OCDSB Policy P.108.SCO Care for Students with Severe or Life-threatening Medical Conditions](#)

[OCDSB Procedure PR 506 SCO - Emergency School Evacuations & School Closings](#).

[OCDSB Procedure PR.524.SCO: Access to School/Board Premises](#)

[OCDSB Procedure PR 575 HS - Emergency Planning - Fire Drills and Fire Safety Plan](#)

[OCDSB Procedure PR 604 SCO - Bomb Threats](#)

[OCDSB Procedure PR.607.SCO Crisis Prevention, Intervention and Postvention](#).

Changes to the School District Code of Conduct Policy

Objective

- The objective of the policy has been reworked to stress that this policy is about expectations of behaviour from all stakeholders. The reference to schools' code of conduct has been removed as schools will follow the District's Code of Conduct.

Definitions

- Definitions associated with prohibited conduct in schools have been added to the proposed policy (E.g. 2.3, 2.6, 2.9, 2.10, 2.11, 2.12, 2.16, 2.20, 2.21, 2.22, 2.23)
- Human rights-related definitions have been added, such as 2.7 and 2.16.
- The definition of fighting (Section 2.9) has been added to clarify confusion between fighting and bullying (one of the consultation themes).

Policy/Guiding Principles

- Content regarding the use of cell phone use in the current policy has been moved to Section 6.0 Standards of Conduct for Students in the proposed policy (Section 6.3 and 6.4).
- Guiding principles pertaining to bullying and discrimination in the proposed policy is originally in the guiding principles of the current Safe Schools Policy.

Specific Directives

- The proposed policy separates the conduct expectations of the OCDSB Community' from the students', parents/guardians/caregivers', and employees'.
- A "Response to Misconduct" section has been added to each section stipulating conduct expectations. (Sections 5.24-5.27, 6.13-6.14 & 8.3)
- The majority of the language used in the current and proposed policy is dictated by [the Ministry's PPM 128](#) The Provincial Code of Conduct and School Board Codes of Conduct.
- The proposed policy focuses on reducing the interruptions to students' learning as much as possible where interventions are necessary to address breaches (E.g. Section 6.6)
- Directives specific to dress code have been added to the proposed policy (Sections 6.7-6.12) amalgamating what is relevant from the current [P.104.SCO Student Dress Code](#) recommending this standalone policy to be rescinded.
- Schools are no longer required to develop their own dress code (one of the consultation themes) and are now required to consult with the SOI and/or System Principal for Safe Schools should they believe a disciplinary action is required to address a violation of the District's code of conduct.

Changes to the Safe Schools Policy

Objective:

- While the current policy focuses on concerns to personal safety and maintaining order in schools, the new policy empowers all students to reach their full potential and introduces bias as a barrier to equitable prevention and intervention strategies that manage student behaviour.

Definitions:

- The proposed policy adds human rights-related definitions such as “Bias” (Section 2.2) and “Restorative Approaches” (Section 2.8).

Guiding Principles:

- The current policy focuses on prohibited conduct in schools (e.g. bullying and trespassing). These sections were moved to P.125.SCO School District Code of Conduct which sets the conditions for safe schools.
- The proposed policy adds a human rights lens to what the Board believes is important for managing student behaviour. This includes the importance of culture- and trauma-sensitive communications (Section 3.3) with students whose rights are protected under the Human Rights Code and other international treaties (Section 3.5).

Specific Directives:

- The current policy is dominated by expectations of conduct. The proposed policies have been rewritten based on the understanding that the Code of Conduct Policy sets the conditions for safe schools while Safe Schools Policy deals with students breaches of the Code of Conduct. Therefore, the following sections been moved to the proposed P.125.SCO School District Code of Conduct :
 - Sections 4.1, 4.3, 4.4, 4.5, 4.6, 4.7
 - Bullying sections (4.8-4.15)
 - Weapons sections (4.23-4.25)
- Most of the sections under “Access to Board Premises” in the current policy were considered procedural and some are already in the current procedure [PR.524.SCO Access to School/Board Premises](#). Visitors who breach the code of conduct are considered trespassers and dealt with in accordance with the abovementioned procedure. This is now referenced in the proposed P.125.SCO School District Code of Conduct.
- Sections 4.31-4.34 in the current policy require schools to develop their own policy on progressive discipline and the promotion of positive student behaviour. This requirement has been waived in the proposed policy as schools do not provide their policies, they rather follow the Board policy and procedures.
- The Partnerships Sections (4.35-4.39) in the current policy have been amalgamated in the Communications section in the proposed policy with no specific mention to Police blending it with the rest of the community partners in consideration of the current consultations regarding Police Resource Officers in schools.

- A new Application and Scope section has been added to the proposed policy with references to two new policies:
 - Human Rights Policy (currently being developed) which prevails over all other Board policies where students' human rights are at stake (Section 4.1).
 - Policy P.144.SCO Modified Days and Exclusions which governs the non-disciplinary responses to student behaviour.
- The proposed policy adds special consideration to:
 - Minimizing the disruptions to students' learning when considering disciplinary interventions (Section 4.6)
 - Discriminatory application of progressive discipline that affects certain groups protected under the Human Rights Code (Section 4.8)
- Section 4.12 has been added to the proposed policy in lieu of the current [P. 040.SCO Withdrawal of Transportation Privileges](#) as a disciplinary measure that could be implemented along the continuum of progressive discipline.
- Accountability mechanisms, such as anonymous climate surveys (Section 4.15) and annual disaggregated reports on suspension and expulsions (Section 4.19), have been added to the Communications section in the proposed policy in order to assist in addressing discriminatory application of the policy.



INDIGENOUS EDUCATION ADVISORY COUNCIL

April 22, 2021

6:00 pm

Zoom Meeting

Members:	Albert Dumont, Inini McHugh, Monique Manatch, Jo VanHooser, Nina Stanton, Lili Miller, Romaine Mitchell, Marlene Souliere, Elena Abel (Parent)
Indigenous Education Staff:	Jody Alexander (Vice-Principal, First Nations, Métis, and Inuit Education), Kyl Morrison
Other Staff and Guests:	Wendy Hough (Non-Voting Trustee Delegate for IEAC), Justine Bell (Trustee), Donna Blackburn (Trustee), Lynn Scott (Trustee), Shannon Smith (Superintendent of Instruction), Reg Lavergne (System Principal of Instruction and Innovation), Joan Oracheski (Manager, Research, Evaluation and Analytics Division) Nicole Guthrie (Manager, Board Services), Leigh Fenton (Board/Committee Coordinator), Wayne Alrout, Sonia-Nadon Campbell (Special Education Advisory Committee Representative on the Indigenous Education Advisory Council)

1. Opening (Elder Albert Dumont)

Elder Albert Dumont opened the meeting at 6:15 p.m.

2. Student Voice

A student was welcomed into the meeting.

3. Community Discussion

3.1 Algonquin Meeting Protocols

The Algonquin meeting protocols were presented by Elder Dumont and Ms. Manatch, who created and developed the protocols, governing the gatherings held by the Indigenous Education Advisory Council. It was noted that the intention is to bring the protocols to Indigenous communities for further consultation. The protocols will be updated as required. (Appendix A)

Ms. Miller shared that she felt that the established protocols were important. She noted that the document was written by Elders therefore she was reluctant to add more feedback about the document. She

suggested that in order to engage more Indigenous parents, they must be able to come to a meeting without a commitment at first. Under the section heading "Guests", the third bullet specified that parents must make a request to come to IEAC. Ms. Manatch indicated that she will clarify the protocol around parents attending to extend an open invitation to Indigenous parents of students at the District.

Ms. Abel noted that the protocol document offers an opportunity to share teachings. For example, the concept of the consensus approach can be expanded to share the Indigenous systems of governance. Ms. Manatch agreed that providing a background to the Indigenous value system is important.

Vice Principal Alexander showed her appreciation for the Elders who created the Algonquin protocols. She contributed that in meetings she supports Elder's having the "first say" and to make space for students and the voice of youths. Ms. Manatch agreed that the student and youth voice must be prioritized.

Trustee Bell recalled the story in the IEAC meeting of 21 January 2021, where Elder Dumont shared that in former times when a stranger approached Indigenous territory, a scout would be sent to report to the nation to assure them whether or not the stranger had designs upon their peace. Trustee Bell's assumption was that trustees were visitors to the IEAC. She was grateful to be allowed to state her intention and understood that a discussion amongst the Elders regarding an invitation would ensue, for each request to attend. Should the decision be that the invitation would not be extended, as the presence of a White person may not contribute to a safe space for Indigenous participation in the meeting, she stated that she would be respectful of that decision and hoped that other guests would be as well.

Ms. Manatch noted that the protocols will be appended to each IEAC agenda with the revisions. More developments to the Algonquin protocols are intended.

4. Presentations

4.1 Report 21-014, Student Achievement: Focus on Grade 10 Credit Accumulation (M. Giroux)

Your Council had before it Report 21-014, presenting data on student achievement, which includes analysis using demographic data from the *Valuing Voices – Identity Matters! Student Survey* conducted in 2019-2020 to identify student success based on grade 10 credit accumulation and the differences in credit accumulation rates across groups of students, based on demographic characteristics.

Analyzing credit accumulation data informs the District's Improvement Plans for Student Achievement and Well-being, serves as a key metric in monitoring progress at the District and school level, and helps to target interventions for individual students through re-engagement, credit rescue, and credit recovery for assistance towards graduation.

With the introduction of the *Anti-Racism Act (2017)*, *Data Standards for the Identification and Monitoring of Systemic Racism (2018)*, additional analyses are required to calculate disproportionality and/or disparity to better understand the magnitude of overrepresentation and underrepresentation of particular identities in a particular program or service, as well as differences in outcomes between groups of students. This change in reporting practice offers an opportunity to explore the implications of decisions made at each step of the process and bring in community perspective through the representatives who sit on the Technical Advisory Group (TAG).

Staff continues to be guided by the QuantCrit Framework. Through this framework, results may be interpreted differently depending upon experiences that individuals have had and the worldview they hold. As results and interpretations are presented, Manager Oracheski encouraged the membership to think about alternative interpretations to the results that are being presented.

For many years, students, parents, and community partners have raised concerns that racialized students, students of diverse gender identities, and students with disabilities face barriers to graduation. Based on the analysis of data for this subset of students, a disproportionate underrepresentation exists particularly for:

- Students who identify as First Nations, Metis, and Inuit;
- Those who identify with an undisclosed disability, Autism Spectrum Disorder (ASD), and/or addiction;
- Those who identify as transgender, gender fluid, gender non-conforming; and
- Indigenous, Black, Middle Eastern and Latino students

All groups are underrepresented in the group of students who had earned a minimum of 16 credits by the end of their grade 10 year. Students who identified as Indigenous were the most underrepresented and 0.7 times as likely as non-Indigenous students to be on track to graduate within 5 years of starting secondary school. For those students who identify as Indigenous, 57% of those surveyed will have earned 16 or more credits by grade 10.

Manager Oracheski reported that the analysis of student achievement data and other outcomes allows the District to identify patterns and trends, and monitor progress towards improving outcomes for all students, including the dismantling of systemic barriers and biases that preclude students from reaching their full potential. Critical components to this work are the 2019-2023 Strategic Plan, the Indigenous, Equity and Human Rights Roadmap 2020-2023, student success initiatives, and providing support to schools to engage in dialogue with students, staff, and the broader community to better understand the barriers students may be facing at the school level that could be contributing to these district-level outcomes.

System Principal Lavergne reported on the specific initiatives in Student Success, Innovation and Adolescent Learning.

Some of the key initiatives planned, or being undertaken, include:

- Graduation coaches supporting Indigenous and Black students;
- The Summer Learning Program was introduced in 2020 to support Indigenous students in the attainment of credits;
- The Annual Equity Accountability report to support monitoring of the Indigenous, Equity and Human Rights Roadmap;
- Additional resources have been allocated to schools where credit attainment has been below average;
- The Authentic Student Learning Experience Tool (ASLE), an OCDSB innovation, moves beyond completing missing assignments but focuses on student voice and recovery plans that take into account the student interests; and
- School-Within-A-College (SWAC) re-engages high school students by inviting them to participate in a collaborative learning experience at Algonquin College, to help them thrive in a college-setting independently. In the program, there is a connection to the Centre of Accessible Learning.

System Principal Lavergne reported on a shift to the funding model to support student credit accumulation. An envelope of \$74,000 was provided to Occasional Teacher (OT) support to ensure credit completion during the first four months of the 2020-2021 school year. Another \$50,000 has been allocated for credit attainment support. He also noted that Communications staff is drafting a multi-lingual letter which will provide parental support on how to make decisions regarding grade 9 pathways.

System Principal Lavergne highlighted the "Project True North " being piloted in ten schools, which is an example of experiential learning to enhance equity. He summarized the next steps in supporting student success as: providing multilingual information to parents to help them make the best decisions for their children, using experiential learning to enhance equity and to build meaningful community partnerships, expanding the pilot for Project True North to begin research on Indigenous soldiers who served in Canadian wars, expanding the use of ASLE and continuing to review and prioritize student success funding. The Superintendent of Instruction and Innovation, Mr. Eric Hardie, intends to collaborate with Vice Principal Alexander on co-building an experiential learning package for Indigenous students, developed in collaboration with Indigenous student voices.

In response to questions during the presentation and in discussion the following points were noted:

- A deeper understanding of how credits are accumulated, either through regular classes or targeted initiatives, would need to be part of a future analysis of credit accumulation;
- The Research, Evaluation, Analytics Division (READ) disaggregates credit accumulation data once the school year has been completed;
- System Principal Lavergne confirmed that the two new Indigenous Graduation Coaches were assigned to Canterbury High School and Ottawa Technical Secondary School (OTSS). He committed to connecting with Vice Principal Alexander to explore a plan for graduation coach support to other schools. Gloucester High School and OTSS, have dedicated Indigenous graduation coaches supporting Indigenous students.
- Student success teachers support credit recovery and intervention work for all university-level or applied-level courses; and
- In response to a query from Ms. Manatch, Superintendent Smith indicated that she would verify that the Independent Learning Centre (ILC) courses are available and accessible to the students who are enrolled in the Urban Aboriginal Alternate High School.

Ms. Stanton emphasized the importance of providing the entire story of the 4000 Indigenous soldiers who participated in World Wars and the equities they faced when they returned to their land, such as their Indigenous status being revoked. She stated that at least thirty-seven Indigenous soldiers were decorated with medals of bravery; however it was only much later that they were recognized publicly for their contributions. There is debate within Indigenous communities as to whether or not the wars that were fought were their wars to fight in. She

encouraged an honest lens of Canada to be portrayed when researching the experiences of Indigenous soldiers. System Principal Lavergne affirmed that the purpose of "Project True North" was to discover the truth behind the experiences of the veterans.

Ms. Mantach asserted that for any exercise involving the lives and experiences of Indigenous people, participation from the Indigenous community at-large was paramount. System Principal Lavergne concurred that this project will be undertaken by working directly with members of the Indigenous community. Ms. Mantach requested to learn more about the identity of the members of the community and the planned outreach strategies. She used the mantra "Nothing About Us Without Us".

Elder Dumont was interested to learn how many Indigenous students went from being in residential schools into uniform and sent to fight in Europe during the First and Second World Wars. He noted that he was aware that many Algonquin people died at the Battle of Vimy Ridge and the Dieppe Raid.

Ms. VanHooser remarked that in her experience of working as the only Indigenous staff member of the Children's Aid Society of Ottawa, many Indigenous children in her care suffer from being taught too much Western knowledge and Western truths about history. She proposed reaching out to those Indigenous secondary students who are failing to provide them with information about the Urban Aboriginal Alternate High School Program. At these schools the alternative program fosters land-based learning opportunities for students who have become disengaged in traditional high school settings.

Discussion ensued and the Council agreed that land-based teaching could be further explored in the District, with the creation of outdoor schools.

Superintendent Smith acknowledged that as a school community it would be beneficial to re-imagine how the land can be incorporated into learning and credit attainment. She agreed that outdoor spaces can be used more intentionally in teaching.

In response to a query from Mr. McHugh, Trustee Hough stated that she saw value in a delegation about the subject of outdoor schools. She noted that a discussion will set the stage for the potential solution to the need. She suggested that Mr. McHugh and Ms. VanHooser present a delegation. Trustee Scott noted that the elected IEAC representatives for the Committee of the Whole and Committee of the Whole, Budget will become the voices of IEAC at those meetings and therefore a delegation could appear before a Board of Trustee meeting.

5. Reports

5.1 Indigenous Education Team Update

There was no report from the Indigenous Education Team.

5.2 21 January 2021, IEAC Report

Moved by Mr. McHugh,

THAT the Indigenous Education Advisory Council Report dated 21 January 2021 be received.

Ms. Manatch queried the stage of development of the Equitable Recruitment and Hiring Policy. Superintendent Smith reported that she anticipates that the approval of the policy is imminent. Ms. Manatch noted that in-meeting she and Ms. VanHooser had offered to assist Superintendent McCoy with the language in the procedure that will accompany the policy. Superintendent Smith committed to connecting with Superintendent McCoy regarding the offer to support the procedure development.

Trustee Scott added that if members of the council had further comments on the Equitable Recruitment and Hiring Policy they could communicate them to Superintendent McCoy or to a trustee.

In response to a query, Superintendent Smith confirmed that consultations are in progress for input into a District Human Rights Policy.

Moved by Mr. McHugh,

THAT the Indigenous Education Advisory Council Report dated 21 January 2021 be received.

Carried

5.3 Superintendent's Report

- a. OCDSB Letter to the Minister of Education to allow the Appointment of an Indigenous Trustee

Trustee Scott shared that a letter to the Minister of Education, Stephen Leece, to appoint an Indigenous trustee to the Ottawa Carleton District School Board of Trustees was sent on 21 April 2021. In the letter, she highlighted that the District has many students who self-identify as First Nations, Métis or Inuit and an unknown number of students who have not self-identified. The District does not have agreements with any First Nations band or council for the provision of education and the District does not have the proportion of students that would qualify the making of an agreement under current Ontario Regulation 462/97. The piece of correspondence made reference to the Indigenous Education and Human Rights Roadmap and the District commitment to the Report on the Truth and Reconciliation Commission, along with the United

Nations Declaration on the Rights of Indigenous Peoples. The letter imparted the value of an Indigenous trustee position on the Board, for both the Indigenous community and especially for Indigenous students.

Ms. Manatch queried the timeline to receive a response. Mr. Mitchell offered to follow-up on news of the letter with the Manager of the Government of Ontario's Indigenous Education Office.

6. Elections and Appointments

Manager Guthrie explained the process for appointing members to the various representative positions, in the absence of an Algonquin way of electing council members. Mr. McHugh commented that the board procedures for elections were confusing and he was thankful to have received that election preparation documentation in advance of the meeting. He suggested that, in future, the council return to a traditional way of appointing someone to a position. Manager Guthrie noted that, in consultation with Ms. Manatch, the current board procedures would apply to the elections for Committee of the Whole and Committee of the Whole, Budget representatives; however Algonquin election protocols are to be developed for future IEAC elections.

6.1 Committee of the Whole

Mr. McHugh, seconded by Ms. Stanton, nominated Ms. Miller for the position of the IEAC representative to the Committee of the Whole.

Ms. Miller nominated Mr. McHugh, Mr. McHugh declined the nomination.

Moved by Trustee Hough, seconded by Mr. McHugh,

THAT the nominations be closed.

Carried

By acclamation, Manager Guthrie declared Ms. Miller, Committee of the Whole primary representative of IEAC.

Mr. McHugh, seconded by Ms. Souliere, nominated Ms. VanHooser for the position of the IEAC alternate representative to the Committee of the Whole.

Moved by Trustee Hough, seconded by Mr. McHugh,

THAT the nominations be closed.

Carried

By acclamation, Manager Guthrie declared Ms. VanHooser, Committee of the Whole alternate representative of IEAC.

6.2 Committee of the Whole, Budget

Mr. McHugh, seconded by Ms. Miller, nominated Ms. Stanton for the position of the IEAC representative to the Committee of the Whole, Budget.

Ms. Manatch, seconded by Ms. Miller, nominated herself for the position of the IEAC representative to the Committee of the Whole, Budget.

Moved by Trustee Hough, seconded by Ms. Miller,

THAT the nominations be closed.

Carried

Each candidate spoke about their interest in working with the Committee of the Whole, Budget Committee.

Following an election, Coordinator Fenton declared Ms. Stanton, Committee of the Whole, Budget representative of IEAC.

Ms. Stanton, seconded by Ms. VanHooser, nominated Ms. Manatch for the position of the IEAC alternate representative to the Committee of the Whole, Budget.

Moved by Trustee Hough, seconded by Mr. McHugh,

THAT the nominations be closed.

Carried

By acclamation, Manager Guthrie declared Ms. Manatch, Committee of the Whole, Budget alternate representative of IEAC.

7. Information and Invitation

7.1 Proposed Council Meeting Dates for School Year 2021-2022

The IEAC meeting schedule for the school year 2021-2022 was presented in draft form.

Ms. McHugh recommended that should the Minister of Education continue the stay at home order for the 2021-2022 school year, that IEAC meet each month of the school year. This recommendation was approved by consensus.

8. Closing (Elder Albert Dumont)

Elder Dumont offered a closing at 8:30 p.m.

Indigenous Education Advisory Council Algonquin Protocols

These protocols are in their draft form. There are some situations where the protocols have not yet been articulated. These protocols and this document will be updated as required.

The Indigenous Education Advisory Council (IEAC) is comprised of community members and parents of Indigenous students in the Ottawa Carleton District School Board. The OCDSB resides on Algonquin territory and as such follows the protocols of the host nation.

These protocols include how the IEAC meetings are conducted and the process of decisions and procedures.

Meeting protocols include:

1. Make personal commitment to the emotional wellness and general health for all students of Indigenous ancestry.
2. Promote and defend Algonquin initiatives with the equal vigour that you would promote an initiative put forward by your own Nation.
3. Every voice at a meeting is respected and valued. When speaking, be mindful of the time you are using up. Others may want to speak and will only get to do so if time allows.
4. Show complete respect for the prayer and teachings shared by the Elder.
5. Do not interrupt a speaker. Always yield to the voice of the oldest or the youngest people who may have the floor.
6. Before proposing an idea or plan you want to incorporate into student activities, confirm that your proposal is in line with the ethics of the Host Nation.
7. Never raise your voice in anger at a meeting.

8. Be mindful of the fact that some people present, especially those of us in the winter of our time, may have pain issues and therefore we ask that you are patient and understanding of it.
9. Be respectful of the person chairing the meeting.

Decisions

1. Decisions will be made after the voices of all the members are heard and a fulsome discussion completed
2. Consensus decision making is a goal of the council wherever possible. The process includes discussions around all sides of an issue.
3. The position of the moderator is responsible for ensuring all voices are heard and decisions are made by quorum.

Procedures

Guests

In Algonquin communities, a person wishing to come into the territory had to make a request. In the case of IEAC, a request to be invited into the circle has to be made. When guests request to attend the IEAC the following steps must be taken:

1. The request must be emailed or in writing at least three weeks before the meeting.
2. The request must include their name, position, the reason why they wish to attend as well as what they plan to do with any information they are gathering.
3. Community members/Parents can send a request. However, as members of the community it isn't necessary for them to outline their purpose. Identifying as community members will suffice.
4. The requests will be discussed and determined by the Algonquin representatives of the IEAC.

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