

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, May 5, 2021, 7:00 pm

Zoom Meeting

			Pages
1.	Call to Order	2 mins	
2.	Approval of the Agenda	1 mins	
3.	Delegations	10 mins	1
3.1.	Miriam Abdalla re Students with Disabilities and the Octomester System		
4.	Review of Special Education Advisory Committee Report	5 mins	
4.1.	SEAC Report, 07 April 2021		3
4.2.	Forward Agenda		15
5.	Presentations		
5.1.	Safe Schools Policy and Code of Conduct Policy Phase II Consultation (M.J. Farrish)	20 mins	19
6.	Discussion - Breakout Room		
6.1.	Accommodations for Specialized Program Classes	40 mins	
7.	- BREAK -	10 mins	
8.	Discussion		
8.1.	2021-2022 Budget Update	20 mins	
9.	Department Update	20 mins	
9.1.	Superintendent's Report		
	a. Storefront Update		
	b. Summer Learning Programs Update		
10.	Committee Reports	10 mins	

- 10.1. Board
- 10.2. Committee of the Whole
- 10.3. Advisory Committee on Equity
- 10.4. Indigenous Education Advisory Council
- 10.5. Advisory Committee on Extended Day and Child Care Programs
- 11. New Business 5 mins
- 12. Adjournment 1 mins



Creating a Culture...

of Innovation, Caring and Social Responsibility.



REGISTER TO BECOME A DELEGATE

Fostering a Culture of Caring

(Reference: [Ottawa-Carleton District School Board By-Laws and Standing Rules](#))

Individuals or groups are welcome to appear as a delegation to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. In accordance with the Board's bylaws, delegations shall be permitted up to four (4) minutes to address the Board where the delegation has provided a written submission no later than 4:00 p.m. on the Thursday prior to the meeting. Delegations registering after the cutoff shall be granted two (2) minutes. All interested delegates must complete and submit the following form.

Once you have submitted your request, a member of the Board Services team will be in touch with you to confirm the delegation and provide the necessary meeting details and instructions.

If you have any questions regarding the delegation process please contact Nicole Guthrie, Manager of Board Services at nicole.guthrie@ocdsb.ca

Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *

Miriam

Last Name: *

Abdalla

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

Phone Number: *

[REDACTED]

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Special Education Advisory Committee

Meeting Date: *

5/5/2021

Summary of issue/concern: *

Having ADHD myself, I have found the octomester system at my school to be extremely negligent towards this group of its students. The issue lies not with a lack of understanding on the part of my educators, but rather with the very infrastructure of this system and the rather targeted ways it makes life more difficult for students with this disability. In speaking to others, I have found that this experience is not unique to me. Learning is extremely compressed with only one subject per week and four hours straight of that subject taught at an absurd pace. Coupled with focus issues, if I get distracted, it can have a much larger and much less easily reversed effect on my understanding of the materials, which can quite tangibly affect my performance. If given the chance to speak at this meeting, I will continue detailing the ableism at the heart of how this system is structured. Overall, I believe that if we are going to be redoing our education from scratch the way that we have had to do, we should better cater it towards the people the original system was never built to help.

Recommendation(s) for resolution of issue: *

My understanding of how the octomester system came to be implemented is that Ontario school boards required approval from the Ministry in preparation for this school year, which ended up leaving only variations of the quadmester and octomester models for use. Furthermore, my school had to work around the IB program in order to provide octomesters as the final result. Keeping these in mind, I think an important step towards changing this system for the next school year is gathering information on the restrictions that had to be navigated in order to provide it as the final result. From then, we can begin to assess different courses of action for more ADHD-friendly systems to use in its stead. After speaking with other Ontario students in the IB program at different schools and hearing that they have a different system than ours in place, I truly believe there is greater flexibility surrounding this that is more than worth exploring. Though this may seem like an idealistic task to take on, it is unfair to our students with ADHD and other struggling members to continue to treat them as collateral damage for a system that we are told works for the majority. This is not a sustainable option for any student or staff, so I truly hope that we can recognize the issue and move forward together to fix it.

Date: *

4/28/2021

Personal Information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. Please be aware that your name and the summary of concern and remedies sought are subject to disclosure by way of publication of the agenda on the Board's website.



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, April 7, 2021, 7:00 pm
Zoom Meeting**

- Members:** Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Susan Cowin (Community Representative), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Cathy Miedema (Association for Bright Children), Mark Wylie (Down Syndrome Association), Lisa Paterick (VIEWS for the Visually Impaired), Katie Ralph (Autism Ontario, Ottawa Chapter), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Safina Dewshi (Ottawa-Carleton Assembly of School Councils)
- Association Representatives (Non Voting):** Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee)
- Staff and Guests:** Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Kathryn Langevin (Supervisor of Social Work), Stacey Kay (Manager, Learning Support Services), Monique Manatch (Facilitator, Indigenous Education Advisory Council) Deepika Grover (Co-chair, Advisory Committee of Equity), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:05 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin people for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Rob Campbell,

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Review of Special Education Advisory Committee Report

4.1 3 March 2021 SEAC Report

Moved by Christine Boothby,

THAT the Special Education Advisory Committee Report dated 3 March 2021 report be received.

Trustee Boothby proposed that on folio 11, paragraph three, the final sentence read: "Superintendent Symmonds responded that re-applying to programs will not be necessary for the 2022-2023 school year but that he could not commit to the options for the school year."

Moved by Christine Boothby,

THAT the Special Education Advisory Committee Report dated 3 March 2021 report be received, as ammended.

Carried

4.2 Forward Agenda

The SEAC forward agenda was provided for information.

5. Discussion

5.1 Memo 21-036, Learning Support Services Operational Review

Your committee had before it Memo 21-036, providing an update on the Learning Support Services (LSS) Operational Review. Superintendent Symmonds noted that in response to the Board motion of 30 October 2018, staff was directed to undertake an operational review of the process for identification, needs assessment and placement for all exceptionalities. In January 2020, the contract was awarded to external consultants and the project was launched. A number of review activities were started, however, the impact of labour action led to the postponement of the scheduled stakeholder focus groups in early March 2020. The provincial school closure due to COVID-19 led to the full pause of the project in April 2020.

Manager Kay summarized the plan to adjust the timing and scope of the review, considering the period of time elapsed from the beginning of the initial framework of the LSS Operational Review and the impact of global events on the community and education system. The following revised timelines were reported:

- 2021-2022 - Implementation of the 'Learning Support for Students with Special Education Needs' resource for OCDSB Staff;
- 2022-2023 - Renew goals and scope and launch a procurement process for external consultants; and
- 2023-2024 - Final report delivered to SEAC and the Board of Trustees in February for recommendation implementation.

Despite delaying the operational review, LSS continues to work to address issues related to communication about the District's approach to providing special education programs and services. LSS is continuing to examine the use of a universal screening tool designed for educators to promote early identification of emerging learning needs and the consistent delivery of high yield supports and services for students with special education needs from all exceptionality groups, whether their educational program is delivered within a specialized program class or regular program class. The revised timelines will allow the opportunity for further evaluation of the impact and effectiveness of the tool and may address many of the concerns brought forward.

During discussion and in response to questions, the following points were noted:

- LSS is working with Supply Chain Management to understand best practices on the continuation of the existing contract with consultants;
- SEAC will be consulted on the new scope of work; and
- SEAC and the Board of Trustees were engaged to develop the original scope of work. Labour sanctions and the provincial school closures became a barrier to stakeholder group meetings about the operational review.

Dr. Mamen queried the potential for the OHRC's Right to Read Inquiry recommendations to be incorporated in the future assessments. Manager Kay responded that initiatives of this sort may be factored into the proposed scope of work. She noted that the District is engaged with the Indigenous, Equity and Human Rights Roadmap and there may be new links to equity and inclusion directives as well. She added that a critical evaluation of the scope will be an important component to re-introducing the operational review.

Superintendent Symmonds stated that once the Right to Read Inquiry recommendations are published, LSS will begin to review the recommendations. The report is expected in April 2021 and it will be circulated to SEAC for discussion.

6. Information

6.1 Report 21-034, Academic Staffing Plan for 2021-2022

Superintendent Symmonds reported that on 30 March 2021, the Board of Trustees approved the Academic Staffing Plan for 2021-2022. He thanked members of SEAC who engaged with LSS in a discussion about priorities and broader staffing themes. The information was helpful in informing some of the direction taken with the academic staffing plan and continues to support the conversations as the overall staff recommended budget is in development. He noted that segments of Report 21-034 were missing from the meeting package and that information will be re-distributed to the committee.

Communication from the provincial government indicated that school boards should not expect the same elevated level of funding that was allocated prior to the launch of the 2020-2021 school year. The assumption by the District is that there will be no additional COVID-19 funding for the coming 2021-2022 school year. The District is anticipating much lower enrollment in the Ottawa Carleton Virtual (OCV) campuses. If additional funding is supplied, the District can examine staffing additions to support student achievement, well-being and safety in our schools.

Changes have been made to the Learning Disability Specialized Intervention Program (LDSIP). It was established to be a partially integrated program with opportunities for students to learn and develop skills within the LDSIP portion of the day, and then an opportunity to generalize the learned skills in a regular classroom with support. Additional staffing resources have been assigned to ensure meaningful opportunities for the LDSIP students in large classrooms. Part-time Learning Resource Teachers (LRTs) are assigned to each of the LDSIP sites to support integration. Going forward LSS has repurposed the LRT and contingency staffing allocations to make full-time classes for LDSIP. To address the need to ensure all students experience the integration portion as intended, the LSS has increased their staff complement, hiring two more itinerant teachers. One itinerant teacher is in place for students with learning disabilities and the intent is to support those students who are leaving the LDSIP this year as they reintegrate back into their home classrooms. The second increase of an itinerant teacher is in place to support the large enrollment numbers of children with Autism Spectrum Disorder (ASD).

Other expansions to the services in learning support for students have been approved. The Blind Low Vision Team increased by a .05 full time equivalent (FTE) employee, as more students arrive to the District with greater visual needs than in the past, many of whom require training and instruction in Braille. There has been an addition of a partially integrated General Learning Program (GLP) with some additional sections to explore opportunities for those students as they transition into the secondary education panel. Additional learning support will be extended to the Ottawa Carleton Virtual (OCV) campuses. The allocation of LST and Learning Resource Teachers (LRTs) will assist those students who have chosen to learn remotely. The next step in assessing the needs of the OCV students will consider Educational Assistant (EA) allocations.

6.2 Memo 21-030, Planning for District Special Education Support 2021-2022

Your committee had before it Memo 21-030, reviewing plans for District special education support for the 2021-2022 school year.

Superintendent Symmonds specified that a companion report is issued with the academic staffing plan to highlight the decisions arrived at with respect to special education in the District. Manager Kay noted that LSS engages in an annual process where the department studies current specialized program classes and makes adjustments based on projected student need. This year an added element of consideration arose with pandemic measures and the goals to secure stability for staff and students alike. Overall, there were few changes to the specialized program classes and she highlighted the following changes going into effect for September 2021:

- The itinerant teacher of ASD has worked closely with the classroom educational team. Through these inroads, positive results were observed on changing the trajectory for some students with autism. For the 2021-2022 school year, there will be added support for this work;
- Queen Elizabeth Public School will welcome a new ASD class;
- Queen Elizabeth Public School's intermediate developmental disability program has had low enrollment numbers for many years. It was deemed feasible to close the class this year, with the fewest impact to existing students; and
- Across the District, the primary special needs classes had low enrolment. Factoring geographic distribution of students and using information assessing the fewest impacts to existing classes, the decision was made to close the class at W.E. Gowling Public School.

In response to an inquiry from Ms. Miedema, Manager Kay noted systems were established, allowing the District to track which students and their families have made various choices for in-person or virtual mode of learning for the 2021-2022 school year. For those students accessing virtual plans for next year, LSS will ensure placement opportunities are available should the plans continue to be appropriate for September 2022. She noted that annually there are approximately 30% of students moving within Specialized Program Classes (SPCs), for example, junior to intermediate panels, intermediate to secondary panels, and graduation. She stated that as families accessing special education support wish to return to in-person learning, requests will be evaluated on a case-by-case basis. In-person learning is often the preferable method of schooling, if students require the support offered by SPCs.

In response to an inquiry from Mr. Morris, Manager Kay stated that in the LDSIP program approximately one third of the students leaving the LDSIP will be transitioning into high school. All 40 students in the LDSIP will have had two years in the program. Mr. Morris questioned whether there had been requests from families to complete the program in the traditional sense, featuring three full years of training in LDSIP. Manager Kay responded that there are questions pertaining to longer stays in LDSIP and LSS works closely with educational teams to assess and accommodate the needs of the students. There is a reluctance to suggest a third year and this is not a learning strategy recommended by LSS. She explained that the intent of the LDSIP is to have a time limited, intensive program. The student then returns to the regular classroom with support. The experience has been that this leads to positive educational outcomes and pathway opportunities as students transition into high school. Mr. Morris maintained that equity of outcome is important for each student. He expressed the concern that due to the unusual times of learning within a pandemic, some of the students exiting LDSIP may have not received the full benefit of the program. Employing an itinerant teacher to visit local classrooms for support may not be as intensive as the experience students would have received in a normal school year. Manager Kay reflected that due to the fully self-contained, small group environment with the LDSIP teachers, the experience for students in the 2020-2021 school year was more intensive than in years past. The return to the regular class with the itinerant teacher will be able to recreate the goals associated with the integrated portion of the program. One of the other considerations is to create space in the program for the grade four and five students who have felt the impact of the pandemic in their learning. Mr. Morris concluded by imparting that extreme value is placed in the generalization phase for students learning in the regular classroom and he hopes that this can be replicated again in a challenging year ahead.

Ms. Houlden queried the rationale behind adding an elementary itinerant teacher when one third of students in the LDSIP program are transitioning from grade eight into grade nine. She saw a greater need in the placement of an added itinerant teacher to the secondary panel. Manager Kay stated that many of the LSCs have a Kindergarten to grade 12 portfolios. The LSC model supports education teams from elementary to secondary schools. Ms. Houlden asked whether the LSCs have experience with secondary students. System Principal Kessler shared that a designated LSC focuses on referrals and the transition planning process. LSS recommends that families moving into grade nine level explore a learning strategies course as an ideal way to support students as they graduate into high school. In addition, educator teams, in consultation with families, bring forward learning disability program referrals for students at the secondary level. Three high schools in the District offer learning disability programs. She noted that the pillars of the LDSIP program are self-advocacy, self awareness and use of technology. Some of the LDSIP students are moving into grade seven and LSS has identified some gaps for this particular age group, whereas there are many pillars of support already in place for the transition into high school.

7. Department Update

7.1 Superintendent's Report

Superintendent Symmonds reported that the COVID-19 pandemic continues to shift and disrupt the education system. The District remains closely connected with Ottawa Public Health (OPH) to follow municipal directions and safety guidelines.

There has been a change in the screening criteria from OPH. This direction has resulted in more absences for students and staff. Increased challenges have arisen to find occasional teachers for instruction. After making all reasonable efforts to find replacement staff, decisions to pivot to remote learning, with less than 24 hours of notice, have occurred to avoid cancelling the class. He emphasized that schools remain safe relative to viral transmission in the community; however the number of cases continues to grow on a daily basis. On 6 April 2021, Dr. Vera Etches, OPH Chief Medical Officer, presented information at the Committee of the Whole meeting, addressing questions from trustees as it related to measures to combat COVID-19 and the current outbreak trends in Ottawa.

Superintendent Symmonds identified that with the stay-at-home order announced today, the District continues to assess how to best deliver education within the safety of schools. He noted today Premier Doug Ford announced that education workers serving students with special needs will be eligible for vaccines next week. Though the District has no further

information on the vaccination prioritization, communication continues with OPH on the process for the vaccination rollout. Information will be shared with educational partners as it becomes available.

Superintendent Symmonds reported that in January 2021, a letter from the Ministry of Education arrived, outlining the forthcoming federal Safe Return to Class fund. To date the Transfer Payment Agreement (TPA) has yet to be received; however once this agreement is issued, a specific description will provide further clarification on instructions for use of the funds. He noted that mental health support does not strictly apply to all areas of special education however mental health support is part of the LSS portfolio.

Superintendent Symmonds shared the new funding allocations for the remainder of this school year. Approximately \$200,000 was allotted to support students with special education needs. Funding was used to help support continuing education programs in both credit and non-credit granting courses.. An additional \$175,000 was received to support students with special education needs for a summer transition program. The model that LSS will propose will not be exactly the same as the year previous. Last year the Ministry announcement came at the end of June and the LSS worked to establish a responsive model of services and supports. This year LSS has additional time to consider areas of support for students with high special education needs who may be challenged upon the return to school in September.

The Ministry of Education is providing in-year funding to continue to support the mental health of all students. In addition to \$195,000 to support the implementation of the new School Mental Health Ontario Action Kit, \$158,000 will be allocated for summer mental health support systems for students who are struggling with mental health concerns. In the summer of 2020, the program was called the “Continuity of Mental Health Supports”. Staff psychologists and social workers had the opportunity to support students over the summer, maintaining a connection and preparing students for the return to school. A portion of the \$158,000 will be used to provide training and resources for District mental health professionals.

New evidence-based reading intervention programs are being funded with \$124,000 from the Ministry. Programming is to be offered to struggling readers who are at risk due to the COVID-19 pandemic. For summer reading support, another \$180,000 funding envelope was granted.

Superintendent Symmonds indicated that LSS is in the process of examining the best strategies to develop the specially funded programs. The finalized plan will be presented to SEAC.

Trustee Boothby commented that all District staff have been working to capacity and beyond for over a year. She expressed the concern that an additional workload burden for the same employees throughout the summer may lead to "burnout". Superintendent Symmonds highlighted that the concern is an important consideration for LSS and senior staff. He noted that these summer opportunities are voluntary; however, LSS are making efforts to ensure all staff are exercising self-care practices to ensure that they return to school in September, rejuvenated and prepared for the new school year. Dr. Duschner showed appreciation for the identification of the high level of stress that staff are experiencing while supporting the mental health needs of students and families. She confirmed that LSS is exploring all options for staffing during the summer including possibly hiring outside the school board if volunteers do not step forward. When staff volunteers to work over the summer break, an initial conversation will occur to ensure that they are balancing their time and making self-care a priority.

Ms. Allen requested further information on the strategy to hire outside of the OCDSB. Her understanding is that recruiting mental health staff is challenging. She drew attention to the inequity should financial incentives be involved to hire other individuals at a compensation rate higher than existing staff at the District. Dr. Duschner stated that the notion of hiring outside of the OCDSB was an example of a strategy which may be deployed. She noted that she is unable to field a question about the earnings of the summer staff members; however if LSS was unable to fulfill these roles internally, other recruitment undertakings would be fulfilled through consultation with the Professional Student Services Personnel (PSSP) union executive.

Ms. Titley queried the number of summer staff required for the described programs. Manager Kay noted that in the summer of 2020, LSS was working with a substantially larger budget. Approximately 200 OCDSB staff, across four federation groups, were hired to work for two weeks in the summer break period. She affirmed that for the summer of 2021, a model of support will be created using a smaller staff group. The hiring is completed with colleagues in labour relations. Last year Memorandums of Agreement (MOA) were developed with all four federation partners.

- a. Update on the Committee of the Whole Motion of 16 April 2019 on Supporting Mental Health through an Equity Lens for Indigenous Students and Male Students of African Descent

Superintendent Symmonds reported that on 16 April 2019 the Board directed staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, for students who self identify as Indigenous and for male students of African descent. Dr. Duschner explained that a plan was developed to proceed with

a literature review to examine the barriers and facilitators for accessing mental health for the distinct groups of students. Part of the plan was to engage with the students directly to explore the student experiences in the Ottawa area and at the District. Once the draft Mental Health Strategy was finalized in the fall of 2019, she held consultations with the District's advisory committees. Mental health staff connected with academic researchers at the University of Ottawa concerning two literature reviews: one for issues faced by Indigenous students and the other for issues that Black students encounter. The assembly of student focus groups occurred up until March 2020 when the project was paused due to the announcement of the provincial school closure. This was a decision that was made in consultation with the Indigenous Education and Equity Teams. Dr. Duschner shared that inviting people to confer on the topic of mental health and well-being is a sensitive effort. She underscored the importance of engaging students in a way that is safe for them from a psychological and cultural perspective.

Independent research on the part of District Mental Health Teams continued on the literature review component of the endeavour. To-date the work completed is listed as follows:

- June 2020 - Mental Health Team representative attended the Black Student Virtual Forum;
- August 2020 - Two scoping literature reviews were completed;
- Fall 2020 - Developed a framework and process for the consultations with student focus groups, including appropriate mental health supports for students;
- November 2020 - Indigenous-led facilitation for Indigenous student focus groups. Emotional support was provided by an Elder from the community; and
- March 2020 - Black students invited to share their voices by joining a virtual discussion. Five focus groups were held and each group was supported by social workers and psychology staff, along with co-facilitation by students from the Black Student Forum.

Dr. Duschner reported that the data is being reviewed and summarized into themes. The information will be shared with the students to ensure that the themes are an accurate reflection of the messages that they intended to convey. Following the consultation with students, a report will be written and shared with the advisory committees.

Chair Nadon-Campbell queried whether there were students present in the discussions who identified as accessing special education support. Dr. Duschner responded that they did not specifically solicit the voices of those students accessing special education support; however, such students may have been in the various groups.

8. Committee Reports

8.1 Board

There was no report from the Board.

8.2 Committee of the Whole

Chair-Nadon Campbell shared that the presentation provided by Dr. Vera Etches at the Committee of the Whole (COW) meeting of 6 April 2021 impressed her. She recommended listening to the recorded video found on the District website's calendar event page. She expressed enthusiasm that the teachers, who are working with students accessing special education needs, will be given preference to receive COVID-19 vaccinations. Ms. Titley commended that many individuals from the federations present at SEAC wrote to the Ministry, promoting legislation to allow those workers to receive priority vaccinations. Chair Nadon-Campbell thanked those who had written letters to the government and noted that their hard work has prevailed.

8.3 Indigenous Education Advisory Council

There was no report for the Indigenous Education Advisory Council.

8.4 Parent Involvement Committee

Mr. Morris highlighted that during the Parent Involvement Committee (PIC) meeting of 31 March 2021, staff made a presentation on Barriers to Engagement, which included a literature review. He suggested that a discussion of common barriers faced when navigating the school system might be an exercise that SEAC could pursue at a later date. He reported that parents noted the lack of a roadmap when entering the system with a child who requires special education support. Newcomers to Canada may face compounded issues associated with settling in a new country and the challenge of finding support for their child may be an area that becomes too overwhelming to manage. One member of PIC queried the possibility of connecting with SEAC to deliberate on better ways to serve parents.

9. New Business

Superintendent Symmonds reported that April is World Autism Awareness Month. He acknowledged the work of the LSS Autism Team and the District, specifically the outstanding leadership of System Principal Kessler and Applied

Behaviour Analysis (ABA) Coordinator, Leanne Forrest. He announced that Dr. Jed Baker will appear as a keynote speaker on 8 April 2021 from 7:00 to 8:30 p.m. The presentation will include a discussion of strategies to motivate individuals to learn ways to teach social skills and generalize skills. Information and registration details are available on the District's website. The presentation slides are available to download. In addition, he noted that on 22 April 2021, a Zoom panel discussion will be held with representatives from Autism Ontario, Service Coordination Support and Developmental Services Ontario. These organizations will be sharing information on supporting families and navigating services and supports locally. Discussions will be based around children and youth case management and developmental services. Registration is available through the District website. The sessions can be accessed through YouTube streaming should registration be full.

9.1 Proposed Committee Meeting Schedule for School Year 2021-2022

The SEAC meeting schedule for school year 2021-2022 was presented and adopted by consensus.

10. Adjournment

The meeting adjourned at 8:44 p.m.

Sonia Nadon-Campbell, Chair,
Special Education Advisory
Committee

Special Education Advisory Committee (SEAC) Forward Agenda 2020-2021					
SEAC Forward Agenda 2020/21	Champion high learning expectations for all students in all programs	Prioritize the dignity and well-being of students in inclusive and caring classrooms	Remove barriers to equity of access, opportunity, and outcomes	Advising the community on key initiatives	Special Education Plan Standards
9 Sept	Summer Transition Programs	Outbreak Management	Transportation of Students	Update on the re-opening of schools	
7 Oct			The Roadmap Presentation	Re-opening Plans for Special Education Delivery	Transportation
4 Nov	Memo 20-137, Location of Specialized Classrooms	Report 20-090, Consultation Plan to Review Police Involvement in OCDSB Schools	Memo 20-139, Special Education Consultation Plan 2020-2021- SEAC Revision and Consultation Process		<ul style="list-style-type: none"> • Special Education Staff • IPRC Process and Appeals
9 Dec		Annual Report on Student Suspensions	Development of a Human Rights Policy (C. Tanner)	<ul style="list-style-type: none"> • Elections 	<ul style="list-style-type: none"> • The Board's Special Education Advisory Committee • Equipment

SEAC Forward Agenda 2020/21	Champion high learning expectations for all students in all programs	Prioritize the dignity and well-being of students in inclusive and caring classrooms	Remove barriers to equity of access, opportunity, and outcomes	Advising the community on key initiatives	Special Education Plan Standards
6 Jan				<ul style="list-style-type: none"> • 2021-2022 Budget Update 	<ul style="list-style-type: none"> • The OCDSB General Model for Special Education • Individual Education Plans (IEPs) • Staff Development
3 Feb		Equitable Recruitment and Hiring Policy (J. McCoy)	Human Rights Policy Consultation (C. Tanner)		<ul style="list-style-type: none"> • Early Identification Procedures / Intervention Strategies • Educational and Other Assessments
3 Mar			Report 21-014, Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation	<ul style="list-style-type: none"> • 2021-2022 Budget-SEAC's Priority Considerations • Learning Support for Students with Special Needs 	All Standards for 'Independent Review' due back by 1 March 2021. (Attached)

				Online Tool Update	
7 Apr		Planning for District Special Education Support	Update on the Committee of the Whole Motion of 16 April 2019 on Supporting Mental Health through an Equity Lens for Indigenous Students and Male Students of African Descent	<ul style="list-style-type: none"> • Academic Staffing Plan 2021-2022 • LSS Operational Review 	
5 May	Special Education Plan 2020-2021	<ul style="list-style-type: none"> • Summer Learning Programs • Accommodations for Specialized Program Classes 	<ul style="list-style-type: none"> • Update on Storefront • Summer Learning Programs Update 	<ul style="list-style-type: none"> • Code of Conduct and Safe Schools Policy Consultation 	
2 June	<ul style="list-style-type: none"> • Special Education Plan 2020-2021 • Right to Read Inquiry Results 	<ul style="list-style-type: none"> • Summer Mental Health Supports 		Recommendations from the Police Involvement in Schools Review	



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.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](#).



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 \(Students\)](#)

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

