

Q & A

- Q:** Pg 10 - 4.2 All participants in OCDSB schools - students, parents or guardians, volunteers, employees - are governed by this policy whether they are on school or Board property, on school buses, participating in school-authorized events or activities off school premises. Question - Where do bus drivers fit into this clause?
- A:** Bus drivers are governed by OSTA's [School Bus Safety policy](#), and not the OCDSB Safe Schools policy. Our policies and procedures intersect with OSTA's only in the case where information sharing is necessary (e.g. communicating information about students with severe or life-threatening conditions)
- Q:** Page 11 - 4.8 Taking out all of the directives to principals regarding school code. Comment. Will there be a procedure outlining the expectation of what the "at Least" annual review by the principal will consist of. Might that not be better in the policy so parents can see it easily. Not everyone understands that it might be in a procedure.
- A:** At this time we are not making substantive revisions to the associated policies, we are simply seeking to consolidate them for ease of use, clarity, reduce redundancy and facilitate future revisions. We do intend to undertake in the following year a review of the School District Code of Conduct and can at that time consider further clarification of the annual review requirement. We do not have a procedure associated with the School District Code of Conduct.
- 4.8 (a) in the attached policy is 4.11 in P.125.SCO School District Code of Conduct
4.8 (b) in the attached policy is 4.3 in P.125.SCO School District Code of Conduct
4.8 (c) in the attached policy is 4.2 (iv) in P.125.SCO School District Code of Conduct
- Q:** Page 11 - 4.12 Where will the detail of what this implementation be found. Procedure PR.659.SCO BULLYING PREVENTION AND INTERVENTION 4.2 has bullying prevention as part of the School Improvement plan (SIP). It has been my experience that the SIP now known as the School Learning Plan (SLP) development varies greatly from one school to another. Could staff comment on expectations for Principals to engage parents and school councils on the development/update of the SLP and specifically on bullying prevention and school safety?
- A:** The language in the draft policy has been amended to no longer link the Bullying Prevention and Intervention Plan to the school improvement plan. Principals no longer complete School Improvement Plans (SIPs). The practice for the last number of years is that principals submit:
- A School Learning Plan for Achievement;
 - A School Learning Plan for Well-being; and
 - A Bullying Prevention and Intervention Plan (BPiP).
- This warrants an update to s. 4.2 in PR.659.SCO Bullying Prevention and Intervention.

Q: Page 11 - 4.15 Where can what this team is expected to do be found? Could staff comment on what such a team would be looking at and advising on? How might this team interact with the School Learning Plan development for the safety and bullying component?

A: This team is responsible for supporting the principal in developing the Bullying Prevention and Intervention plan and may advise on other matters pertaining to school climate and student well-being.

Q: Page 13 - 4.31 This limits to only what is in the IEP. There might be mitigating factors other than those listed in the IEP. Could those factors be considered as this is currently written? 4.32 has a more expansive consideration of mitigating factors but deals only with expulsion/suspensions.

A: This section is intended to ensure that for those students with IEPs that any interventions, supports or discipline imposed will be consistent with the IEP. Mitigating and other factors (i.e. age of student, whether behaviour is a result of past bullying, family circumstances, etc) are considered for all discipline-related interventions, regardless whether or not a student has an IEP. These mitigating and other factors are discussed more fully in section 3.18 of P.026.SCO Student Suspension and Expulsion.

Q: Page 13 4.33 to 4.35 speak about a school policy and procedure on progressive discipline and the promotion of positive student behaviour. Is this policy available to parents either on the school website or at the school?

A: Schools are required to develop school level policies and protocols for applying progressive discipline and promoting a positive school climate. These are typically shared with staff and students through student and staff handbooks, assemblies, and school websites. There is no specific requirement to share these with parents. This would be an area revisited during a policy review.

Q: Page 13 4.36 Does every school need to develop a procedure or should this be a centralized document. The board procedure is referenced in this clause and it is expected that schools will be in accordance with it.

A: Schools are required to follow district policies and procedures. The word *procedure* in 4.36 appears to reference the *policy* mentioned in 4.33 to 4.35 and should be changed. This would be an area to address in a future policy review.

Q: Page 14 - 4.37 Would like to understand how this is implemented.

A: There are many ways and opportunities for collaboration and communication to occur. Communication and consultation between schools, and school and the district occur in many ways such as through operations meetings, case conferences, and individual student planning meetings. Cooperation between schools, parents and community can occur through school council meetings, collaboration with agencies such as the SRO program, and also through individual case conference and planning meeting.

Q: Page 14 - 4.43 Could staff outline what would be the minimum that would be a major violent event that would trigger a trustee being informed?

A: All incidents are unique and school and district responses to such incidents will vary. Information is shared with trustees as deemed appropriate by the Superintendent. Generally such an incident would be one that may lead to communication with the broader school community, has resulted in a Tragic Event, or may result in some liability being incurred by the board.

Q: Page 19 - 3.4 states in part “...*Behavioural expectations and the consequences of inappropriate behaviour should be clearly enunciated...*” I don't believe this is in the draft. Staff comment why this was not retained?

A: It is retained; it is 4.5 in the new consolidated policy.

Q: It has been suggested that if a student has been the subject of bullying and then acts out in a physical manner that the previous bullying should be a mitigating factor especially if there was a racial element to the bullying. Could staff comment on if the policy would allow for this as a mitigating factor. If not how do we explore this issue and if it is decided to include it as a mitigating factor enshrine it in policy?

A: The concept of applying mitigating and other factors when considering student discipline originate from the Education Act in making a determination of suspension. They are developed more fully in P.026.SCO Student Suspension and Expulsion referenced above.