

## Peel District School Board Health & Safety Requirements

In addition to completing the Ministry of Labour Health and Safety eLearning Module and concussion training required by Nipissing University, teacher candidates assigned to the Peel District School Board are required to:

1. Submit a copy of your Ministry of Labour certificate of completion to the school board, along with your Police Vulnerable Sector Check (PVSC). These documents will not be accepted separately. They must be submitted together. Please don't submit your certificate until you have met the PVSC requirements.
2. Review the attached *Welcome Flyer & Student Teacher Handbook*.
3. Complete the attached Confidentiality Agreement. Your completed form must be scanned and emailed to [crc@peelsb.com](mailto:crc@peelsb.com) or faxed to 905-366-0013.
4. Complete the attached WSIB Declaration form. This form must be signed by your principal on the first day of placement and kept in your Practicum Binder.

**This training must be repeated annually prior to the first day of placement (unless otherwise indicated).** Failure to comply with these requirements may jeopardize your placement.

If you have questions, please contact the Practicum Office at [ptoffice@nipissingu.ca](mailto:ptoffice@nipissingu.ca) or 705-474-3450 ext. 4555.

## WELCOME TO THE PEEL DISTRICT SCHOOL BOARD ... your placement opportunity begins here!

Student Success! The main goal of the Peel District School Board. As indicated in our Mission Statement, the Board makes every effort to "... inspire success, confidence and hope in each student". This is also reflected in the performance of our staff as we work collectively to achieve this goal.

While completing one of your practicum placements with the Peel District School Board, we are sure that you will make a positive contribution as you work with our staff to ensure that our students will "...achieve [to] the best of their ability".

### THE JOURNEY AHEAD

<http://portal.peelschools.org/sites/journeyahead/about/Pages/about.aspx>

#### **...Our focus**

While it is important to us to have a workforce that is representative of the labour market of the GTA, this work is not just about hiring for diversity. Diversity is a strength only when the conditions are right.

### EMPLOYMENT

Once you have completed the necessary educational training, please visit our online application centre known as Virtually in Peel or VIP for short. To access VIP, go to the board's web site at [www.peelschools.org](http://www.peelschools.org), click on *Jobs*, then *Application Process* and select the appropriate employment group (teacher/teaching assistant, etc.), then *VIP*. You must follow the instructions to post your resume.



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We are pleased to provide you with the additional experience and knowledge that you need as you embark on this new phase of your educational journey. More importantly, we know that the experience gained with our Board will be very rewarding.



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# ***WELCOME!***

Thank you for choosing to do your placement with the Peel District School Board, one of Canada's largest school boards. Whether it is because you went to school in the Peel Region or would like to work with us upon completion of your teaching degree, we are happy you chose to do at least one of your practicum placements with us.

Peel District School Board serves a diverse student population and community. We are committed to hiring staff who not only reflect the diversity of Peel Region, but who will also foster the success of our student population by demonstrating commitment to working in a diverse school community and/or work environment.

## **Our Mission Statement, Vision and Values**

At the Peel District School Board, everything we do is designed to help all students achieve to the best of their ability. We have the incredible opportunity to inspire a smile in each student. Our collective, daily efforts make a positive difference in the lives of our students, their families and the world. Guided by our mission, vision and values, we build positive places for learning and working...together.

### **Mission**

We inspire success, confidence and hope in each student.

### **Vision**

We will help our students reach high levels of achievement. Our vision is to prepare each student for a successful future as a lifelong learner. To do this, we will:

- create places to learn and work where staff and students are happy, recognized and fulfilled
- engage all students and staff to achieve the high expectations of the Peel board
- offer all students a range of learning programs to help them discover their passions and potential
- be a leader in the use of technology to encourage creative and innovative learning
- provide equity of access and opportunity for students and staff to learn, work and succeed
- openly communicate as we welcome the involvement of all parents, staff and students in the diverse communities we serve

### **Values**

Our values, based on our character attributes, are the foundation of our genuine relationships with students, parents and each other. Together, we create safe, positive climates for learning and working—environments that prepare students to be empathetic citizens of the world.

- We care by being compassionate and kind towards all members of our community.
- We are cooperative—committed to working collaboratively and valuing the contributions of others for a common purpose.
- We value honesty by demonstrating integrity in our words and actions. We are truthful and trustworthy.
- We respect differences, and treat everyone fairly and equitably—we are inclusive.
- By treating others, ourselves and our environment with high regard and value, we are respectful.
- Being accountable and reliable in our actions and commitments demonstrates we are responsible.

## **Contact Us**

Included in this handbook are a number of things that will make your experience more enjoyable and keep you well informed while you are in our schools. If at any time during your placement you have questions, please feel free to contact us via email at:

[student.teacher@peelsb.com](mailto:student.teacher@peelsb.com)

## **Access to Intranet**

We are pleased to announce that as a student teacher, you are able to obtain a user ID and password to access the PDSB website and Intranet. This is not just an opportunity to have a Peel e-mail address, but rather a chance to have the benefit of access to program resources such as the curriculum planner, as well as staff development opportunities, and upcoming school/Board events.

In order to receive this access, please let your school administrator know you are interested, and he/she will set up the proper access to this service: within 2 -3 days, you can be linked to up-to-date Peel information!

***Enjoy your placement with us at Peel!***

## **STUDENT TEACHING PLACEMENTS:** **Expectation of the Student Teacher**

The Peel District School Board prides itself in its commitment to providing rewarding practice teaching experiences to student teachers from various Faculties of Education across Ontario and abroad. While providing a solid base of learning, there are certain requirements that are expected from both the associate and student teacher. The following is a brief overview of what we think would enhance these wonderful partnerships.

If you have completed a practice session previously, the following information maybe repetitive to what you have already received. However, we feel this will serve as a reminder of what the Board feels is essential in creating a welcoming environment and successful session for yourself, the associate teacher, and the students in your classroom.

### **ASSOCIATE TEACHERS:**

- Once you have been designated a classroom placement, the associate teacher will share a schedule of routines, resources, equipment available to you, and the materials being covered will be discussed,
- Interpretation of applicable Board policies and procedures and conduct in the classroom will be explained,
- Students with specific instructional needs and teaching requirements will be identified,
- Constant assessments of your teaching performance will be performed; accomplishments will be acknowledged, as well as suggestions for improvement,
- Aims and objectives of teaching in Peel will be brought forth. This will serve as a valuable asset to those of you who are interested in teaching with the board once your schooling is complete.
- An honest and forthcoming evaluation at the end of the session will be completed.

### **STUDENT TEACHERS:**

- Your Faculty Advisor / Placement Officer will have outlined how much instructional time is required. Please ensure that this requirement is outlined for you;
- Faculties require student teachers to arrive and depart a minimum of 15 minutes prior to school commencing and ending. As a Student Teacher you are also required to attend each scheduled teaching day during the session. Please maintain detailed records in this regard.
- Please discuss with your associate teacher any professional development that you feel would be beneficial to your career path;
- Professionalism is a must in dealing with students, staff, classroom volunteers or anyone else coming in contact with the student teachers.

**For additional information, please see the Ontario College of Teachers' document, "*Standards of Practice for the Teaching Profession.*"**

Any further questions / concerns should be directed to the associate teacher, school Principal and / or your Faculty Advisor / Placement Officer. We look forward to working with both associate and student teachers in making these invaluable experiences memorable!

## **STUDENT TEACHING PLACEMENTS:** **Expectation of the Associate Teacher**

The Peel District School Board prides itself in its commitment to providing rewarding practice teaching experiences to student teachers from various Faculties of Education across Ontario and abroad. While providing a solid base of learning, there are certain requirements that are expected from both the associate and student teacher. The following is a brief overview of what we think would enhance these wonderful partnerships.

May we start by thanking you for taking on this wonderful opportunity. In a time when the teaching profession is seeing drastic changes, having people dedicated to their profession such as yourself is encouraging to these student teachers embarking on their new careers.

### **ASSOCIATE TEACHERS:**

- Once you have been assigned a Student Teacher, you will discuss the materials to be covered, share a schedule of routines, resources, and equipment available to the student teacher;
- Interpretation of applicable Board policies and procedures and conduct in the classroom must be explained;
- Students with specific instructional needs and teaching requirements should be identified;
- Constant assessments of the Student Teacher's performance must be performed;
- Accomplishments are to be acknowledged, as well as suggestions for improvement,
- Aims and objectives of teaching in Peel should be brought forth. This will serve as a valuable asset to those student teachers interested in teaching with the Board once they have completed their teacher education program;
- An honest and forthcoming evaluation at the end of the session must be completed;
- ***During the practicum, it is imperative that you exercise an extremely high level of professionalism to be modeled by your student teachers. For additional information, please see the Ontario College of Teachers' document, "Standards of Practice for the Teaching Profession."***

### **STUDENT TEACHERS:**

- Their Faculty Advisor / Placement Officer will have outlined how much instructional time is required.
- Faculties require student teachers to arrive and depart a minimum of 15 minutes prior to school commencing and ending. They also require that Student Teachers attend each scheduled teaching day during the session. The student teachers are to maintain appropriate records in this regard; They are to discuss with you any professional development that you feel would be beneficial to their career path;
- Professionalism is a must in a dealing with students, staff, classroom volunteers or anyone else coming in contact with the student teachers.

Any further questions / concerns should be directed to the school Principal and / or the Faculty Advisor / Placement Officer. We look forward to working with both associate and student teachers in making these invaluable experiences memorable!

## POLICIES AND PROCEDURES

Policies and Procedures for the Peel District School Board are available through the board's intranet site. You may wish to familiarize yourself with the wealth of information through the following departments in particular:

- Human Resources Support Services
- Staff Development & Student Support Services
- Special Education Program Services
- Curriculum & Instruction Support Services

The following additional web sites may also be useful:

Human Rights - Go Beyond Words:  
[www.gobeyondwords.org](http://www.gobeyondwords.org)

Work in Peel: [www.peelschools.org](http://www.peelschools.org)

Wellness at Work - Take-One-Step:  
[www.takeonestep.org](http://www.takeonestep.org)

At the Peel Board, we care about the people who work for us so we do everything we can to make sure we have a healthy, safe, productive, and equitable work environment. We're committed to treating all individuals with respect and dignity. We're proud of our policies on equity and non-violence. The board's policies are progressive in ensuring a harassment-free and safe workplace.

We would ask that you review and familiarize yourself with the following policies and procedures, as outlined in this handbook:

- |            |   |                                |
|------------|---|--------------------------------|
| ✓Policy 54 | - | Equity and Inclusive Education |
| ✓Policy 48 | - | Safe Schools                   |
| ✓Policy 51 | - | Human Rights                   |
| ✓Policy 56 | - | Occupational Health and Safety |
| ✓Policy 74 | - | Environmental Policy           |

Policies and Procedures help enforce principles, but these remain merely words on a page without appropriate action. It's up to every single person to achieve and sustain this progressive learning and working climate, and we welcome each person's contribution.

The Peel Board also has specific guidelines with regards to email. Detailed information is included in this handbook (pages 53-54).



**Policy #54****EQUITY AND INCLUSIVE EDUCATION****Statement of Policy**

The Peel District School Board is committed to providing and maintaining safe and healthy environments conducive to learning and working for all. The Board recognizes that encouraging, inclusive and respectful environments help students achieve to the best of their ability. To improve student success and achievement, we must ensure that students know they are safe, nurtured, welcomed, respected and included.

The *Equity and Inclusive Education Policy*, and related policies and procedures, reflect the Board's philosophies and framework, as outlined in its strategic plan, the *Report Card for Student Success*. One of the Board's key goals is the following: "Achieve equity for students and staff—we provide equity of access and opportunity for students and staff to learn, work and develop in an environment that is safe, nurturing, engaging, respectful and inclusive."

The policy is also aligned with and supports the expectations of the Board's Human Rights policy (Policy 51) and Safe Schools policy (Policy 48) to provide a learning and working environment free of negative factors. The Board upholds the principles of respect for human rights and fundamental freedoms enshrined in the *Canadian Charter of Rights and Freedoms, Constitution Act, 1982* and confirmed in the Ontario Human Rights Code (the "Code"). The Board and its staff are also committed to the elimination of all types of discrimination as outlined in Ontario's *Equity and Inclusive Education Strategy* (the "Strategy"); and in the Ontario Ministry of Education's (the "Ministry") Policy/Program Memorandum No. 119 (2009), *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools*.

The Board recognizes the importance of equity of opportunity, and equity of access, to the full range and delivery of programs, services, and resources. All are critical to achieving successful educational and social outcomes for those served by the school system, as well as those who serve the system. The Board is therefore committed to an equitable education system that upholds and reflects the principles of fair and inclusive education, which should permeate all policies, programs, practices, and operations.

This policy has been developed in accordance with the *Equity and Inclusive Education Strategy* and the Ministry's Policy/Program Memorandum No. 119, and is consistent with the principles of the Code.

The Equity and Inclusive Education Policy is divided into eight sections:

- A. Board Policies, Programs, Guidelines and Practices
- B. Shared and Committed Leadership
- C. School-Community Relationships
- D. Inclusive Curriculum and Assessment Practices
- E. Religious Accommodation
- F. School Climate and the Prevention of Discrimination and Harassment
- G. Professional Learning
- H. Accountability and Transparency

## **A. Board Policies, Programs, Guidelines and Practices**

The Board will ensure that its policy review cycle will result in aligning and integrating the requirements of the Code, Policy/Program Memorandum No. 119, and the *Strategy* into all Board policies, programs, procedures, and practices.

Respect for the diverse perspectives of the entire school community will be reflected in all areas of the teaching, learning and administrative culture. The Board will make every effort to identify and remove discriminatory biases and systemic barriers that may limit access to, and opportunity for, effective student engagement and achievement. The goal is to ensure that schools are inclusive and reflect the makeup of their diverse communities.

### **Guiding Principles**

- Commit to the principles of equity and inclusive education in all existing and new Board policies, guidelines, strategic plans, practices, programs, procedures and organizational structures, consistent with the principles of the Code.
- Commit to removing systemic barriers to meet the needs of all students and staff.
- Establish the appropriate mechanisms to ensure accountability for achieving these goals.

## **B. Shared and Committed Leadership**

The Board subscribes to a leadership philosophy that inspires, empowers, and supports all stakeholders in a critical task – implementing institutional practices and behaviours that cultivate equity and inclusive education. The Board is committed to providing informed and shared leadership to improve student achievement and close achievement gaps. This will be done in part by identifying, addressing, and removing all barriers and forms of discrimination, consistent with the Code.

The Board recognizes the critical connection between student leadership and improved student achievement, and will strive to include the student voice in implementing equity and inclusive education.

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

### **Guiding Principles**

- Recognize that informed leadership, committed to the principles of equity and inclusive education for the elimination of systemic barriers, is required at all levels of the organization.
- Exercise this leadership in partnership with parents and diverse communities, to prepare students to live in a diverse society.

### **C. School-Community Relationships**

The Board recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire school community. The Board values the assets that all stakeholders can bring to enable each student to learn effectively and enhance educational opportunities for all.

The Board is committed to maintaining, developing and expanding collaborative relationships with parents, family members and diverse communities that support system and school improvement. The Board will undertake to identify, examine, and remove barriers that may prevent full participatory school-community relations.

#### **Guiding Principles**

- Increase the involvement of diverse communities in the development, implementation and monitoring of school board policies, procedures and programs.
- Nurture effective collaborative relationships between the Board, its schools and its diverse communities, to ensure that we include and account for the perspectives, experiences and needs of all – students, families, employees and communities.

### **D. Inclusive Curriculum and Assessment Practices**

Students learn both the explicit and underlying curricula. To ensure inclusive curriculum and assessment practices, in content and delivery, the Board needs to recognize and affirm the life experiences of all students.

The Board recognizes that language proficiency is necessary for all students to achieve their academic potential, and that many students use a first language other than the two official Canadian languages. The Board affirms and values the linguistic and cultural diversity of its population.

The Board also acknowledges the importance of the guidance and counselling program in enabling all students to maximize their academic potential and realize their educational and career aspirations.

Providing multiple opportunities for formative assessment (assessment for learning) is an essential component of an inclusive curriculum. This promotes varied means of measuring student learning and instruction, and varied opportunities to demonstrate learning. Effective evaluation includes researched effective practices that truly reflect the current level of achievement of the student. A student perspective on assessment and evaluation practices increases the depth of understanding.

#### **Guiding Principles**

- Promote an equitable and inclusive curriculum that offers a balance of perspectives; enables students to see themselves reflected in their learning; and provides students with the knowledge, skills, attitudes and behaviours needed to live in a diverse, complex world.
- Students and teachers need to understand and respect all cultures, appreciate diversity and reject discriminatory attitudes and behaviours.

- Commit to a program of instruction that lets students achieve academic competence in English or French, and that respects and recognizes the international languages of students and their social and cultural language variations. The primary task is to provide all students with a proficiency in the language of instruction, to maximize their potential to learn, communicate and realize their aspirations.
- Deliver a comprehensive outcome-based guidance program that is equitable and inclusive, and train all counselors to meet the individual needs of a diverse student population.
- Commit to accurate, equitable and bias-free evaluation, assessment and placement – considering the diversity of the student population – to ensure that all students are successful and can achieve their potential.
- Deliver an instructional program that complies with Ontario's *Equity and Inclusive Education Strategy, 2009* including the following:
  - give students and staff authentic and relevant opportunities to learn about diverse histories, cultures and perspectives;
  - support effective instructional practices that reflect the diverse needs and pathways of all students (e.g. differentiated instruction);
  - support evidence-based instructional and assessment practices across all subjects
  - support Student Success strategies for secondary students that engage students by meeting their diverse needs and interests;
  - review assessment and evaluation policies for discriminatory bias;
  - inform parents and students about board assessment and evaluation policies and practices;
  - ensure parents understand (linguistically and culturally) the assessment and evaluation policies and practices.
- Deliver an instructional program that is based on the principles of Universal Design for Learning and Differentiated Instruction as articulated in the 2009 draft of the Learning for All document, including the Principles of Differentiation for both instruction and assessment.
- Deliver a program that respects the Seven Fundamental Principles of assessment, evaluation and reporting as articulated in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Covering Grades 1-12, First Edition, 2010*.
- Commit to a program that is aligned to Assessment and Evaluation Enduring Understandings and board policies included in updated and current versions of Peel handbooks for assessment, evaluation and reporting, elementary and secondary.

## **E. Religious Accommodation**

The Board recognizes and values the religious diversity within its community. The Board is committed to providing a safe, respectful and equitable environment for all, free from all forms of discriminatory or harassing behaviour, including those based on religion.

Freedom of religion is an individual right and a collective responsibility. The Board and the community it serves must work together to foster an inclusive learning environment – one that promotes acceptance and protects religious freedom for all. While the Board and its staff will take all reasonable steps to ensure such freedom, students and their families are expected to help the Board understand their religious needs, and work with the Board and its schools to determine appropriate and reasonable accommodations.

## Guiding Principles

- Acknowledge each individual's right to follow, or not to follow, religious beliefs and practices free from discriminatory or harassing behaviour.
- Take all reasonable steps to provide religious accommodations to staff and students.
- Through the Faith Forward program, the Board will provide resources to help broaden the awareness of various faith and cultures, and their religious celebrations.

## F. School Climate and the Prevention of Discrimination and Harassment

The school climate must welcome all stakeholders and encourage the active participation of parents, students and staff in ensuring that the principles of the Code, the *Occupational Health and Safety Act* and the *Equity and Inclusive Education Strategy* are applied in our schools. Further clarification and direction is provided in the guiding principles of PPM 144, *Bullying Prevention and Intervention* and PPM 145, *Progressive Discipline and Promoting Positive Student Behaviour*.

A respectful school climate includes the active participation of underrepresented peoples. It is a climate that values all students, staff and families, regardless of their race and ethnicity; gender; gender identity; place of origin; citizenship; religion; creed; cultural and linguistic background; social and economic status; sexual orientation; age; ability/disability; and any other immutable characteristics.

The Peel District School Board will use a range of strategies, including an equity lens and Code principles, to examine its policies, procedures and practices to address discriminatory practices. The Board will work towards eradicating these practices by ensuring that all members of the school community act in a timely manner in responding to claims of discrimination or harassment, including harassment not based on a prohibited ground of discrimination. PPM 145 requires schools to conduct anonymous school climate surveys of their students, staff and parents every two years in order to inform prevention and intervention planning. These surveys must include questions on bullying/harassment related to homophobia, gender-based violence, and sexual harassment.

Schools will share climate survey results with their safe schools teams, called Climate for Learning and Working Teams in Peel, and build strategies into their school improvement plans to improve the school climate regarding issues identified through their climate surveys.

In the school and elsewhere in the Board, we also believe that part of maintaining an inclusive and equitable climate is ensuring the broadest representation of diverse populations.

## Guiding Principles

- Maintain an environment free from harassment and discrimination – at any school or Board property or event, including off-site activities – for all staff, students and parents.
- Ensure respect for the dignity and well-being of each person.
- Eliminate both systemic and individual forms of harassment and discrimination

- Recruit, hire, train and promote staff who reflect the diversity of the community. The Board will work to remove any barriers to ensure fair, equitable and transparent employment practices, for all staff at every level.

## **G. Professional Learning**

Professional learning increases the knowledge and skills that teachers bring to their craft, and thus engages the student with increasing complexity and precision teaching. Ongoing professional learning is the groundwork for positive changes in the schools of the Board.

Professional learning must include knowledge creation and knowledge sharing, to ensure that all voices are represented.

## **Guiding Principles**

- Commit to staff development in equity and inclusive education for all teachers, as well as other staff, administration, and trustees.
- Encourage personnel, through this process, to acquire the knowledge, skills, attitudes and behaviours necessary to identify and eliminate discriminatory biases and systemic barriers under the Code.

## **H. Accountability and Transparency**

As a publicly-funded education system, the Board acknowledges and assumes the responsibility for its policies, actions, and decisions.

In pursuing greater transparency and accountability, the Board, in respectful collaboration and communication with the whole school community, will report on its goals and progress in the areas of policy review, school improvement planning, and implementing *Ontario's Equity and Inclusive Education Strategy*.

## **Guiding Principles**

- Assess and monitor Board progress in implementing the *Equity and Inclusive Education Strategy*.
- Embed the principles into all Board policies, programs, guidelines and practices.
- Communicate these results to the community.

(Underlined, bolded print indicates new language)

([[ signifies removal of language)

Approved February 23, 1988

Revised December 18, 1991

Revised April 27, 1993

Approved March 31, 1995 (*incorporates & replaces Policy 54 - Multiculturalism/Race Relations*)

Revised January 1, 1998 (*to reflect change in Board name*)

Reviewed January 2000

Reviewed February 25, 2003

Reviewed December 2005

Approved August 24, 2010 (*replaces former Policy 54 -Antiracism & Ethnocultural Equity*)

Approved February 25, 2014

**Policy #48**

## SAFE SCHOOLS

**Statement of Policy**

The Peel District School Board is committed to providing and maintaining safe and healthy environments conducive to learning and working for all. The Board recognizes that encouraging and respectful environments help students to achieve to the best of their ability. To improve student success and achievement, we must ensure that students continue to feel safe, nurtured, welcomed, respected and included.

The Peel District School Board's commitment to providing a supportive and safe environment must be one that changes to meet the needs of students, respects differences, and provides opportunities for all students to succeed. Learning and working environments must be free of negative factors such as abuse, bullying, harassment, discrimination, intimidation, hateful words and actions, and physical violence in any form. They must also be sensitive to the diversity, cultural and special needs of individual students. They must clearly demonstrate respect for social justice and human rights, and promote the values needed to develop responsible members of a democratic society.

This shall be achieved by establishing and maintaining high expectations for behaviour, while offering a program that emphasizes early, ongoing and proactive positive and restorative practices, including promoting healthy relationships, mentorship programs, student leadership, direct skill development, early intervention, bullying prevention and intervention, conflict prevention and intervention, character development and education, counselling and the inclusion of social skills in the curriculum. The Peel District School Board also supports the use of a continuum of developmentally appropriate progressive discipline strategies, including suspension and expulsion where necessary, as corrective, supportive consequences for inappropriate behaviour.

The Safe Schools policy is aligned with and supports the principles and expectations of the Board Human Rights policy ( #51 ) and Antiracism and Ethnocultural Equity policy ( # 54). The Safe Schools policy and related policies and procedures reflect the Peel District School Board's philosophies and framework, as outlined in *The Report Card for Student Success, Climate for Learning and Working* and *The Future We Want; Manifesting, Encouraging and Respectful Environments (MERE)*. The Safe Schools Policy incorporates guidelines and specific practices that, because of their importance, must be administered uniformly throughout the Peel District School Board.

The Safe Schools Policy authorizes the creation of procedures for implementation, which might include issues described in Ministry of Education Policy Program Memoranda as matters of policy. Any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of Education materials and sufficient for the purposes of implementing the requirements of Ministry of Education Policy Program Memoranda.

The Safe Schools Policy is divided into six sections:

- A. Peel District School Board Code of Conduct
- B. Progressive Discipline
- C. Bullying Prevention and Intervention
- D. Access to School Premises
- E. Opening and Closing Exercises
- F. Appropriate Dress

## **A. PEEL DISTRICT SCHOOL BOARD CODE OF CONDUCT**

The Ontario Code of Conduct, Peel District School Board Code of Conduct and the Education Act set clear provincial standards of behaviour and outline potential consequences for student actions that do not comply with these standards. Reference to the Ontario Code of Conduct is made in s.301 of the Education Act. As stipulated in the Ministry document PPM 128, certain parts of the Ontario Code of Conduct have been included in the Peel District School Board Code of Conduct.

Students, parents or guardians, volunteers, teachers and other staff members are included in the Code of Conduct, whether they are on Peel District School Board property, on school buses, at school-authorized events or activities, or in circumstances where engaging in an activity will have a negative impact on the school climate.

### **Guiding Principles**

- The Peel District School Board is committed to developing a culture of non-violence in all schools and work locations. Every effort will be made to:
  - eliminate the incidence of violence;
  - prepare students to manage their lives and relationships in constructive and respectful ways;
  - provide a prompt and appropriate response to violent and other inappropriate actions that threaten the safety and security of the school community; and
  - ensure that there are serious consequences for any student who commits a violent act.
- All members of the school community (including people in positions of authority), are to be treated with respect and dignity.
- Responsible citizenship involves appropriate participation in the civic life of the school 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.
- Members of the school community are expected to encourage the use of constructive and respectful means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- Members of the school community are not to be in possession of, or are not to use or threaten the use of any object to injure another person as this endangers the safety of oneself and others.
- Schools will work cooperatively with police and community agencies to promote prevention strategies. The school will respond to school members who are in possession of, or under the influence of, alcohol or restricted drugs.
- Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.
- Schools have a responsibility to promote and enhance positive self-esteem in students through their programs and practices.
- Each behavioural situation that requires disciplinary action has its own unique and varying set of extenuating circumstances. These situations must be handled in a fair and dignified manner that takes into consideration the individual student, the nature and severity of the



behaviour, the safety and dignity of all students, the impact on school climate, any mitigating and other factors, and is sensitive to the diversity, cultural and special needs of the individuals involved.

- The Peel District School Board promotes student success by providing all students, including suspended and expelled students, access to continuous learning opportunities and, where appropriate, to the support they need to meet their learning objectives.
- The Peel District School Board is committed to recruiting and retaining staff members who are willing and able to operate within Board policy and within the authority of the Education Act.
- The Peel District School Board is committed to staff development and training to achieve the goals of this policy.

Many aspects of society contribute to the development of values, attitudes and behaviours. The Peel District School Board fully recognizes that it shares responsibility within society to develop respect for social justice and human rights. The Peel District School Board is committed to forming cooperative working relationships with the whole community, including students, staff members, parents and guardians, school councils, community agencies, businesses, and labour and other groups to establish and maintain safe learning and working environments for all.

## **Goals**

The Peel District School Board approves the implementation of the Safe Schools Policy to achieve the following goals:

### **1. *To establish and maintain a safe, nurturing, welcoming, respectful and inclusive climate for learning and working.***

- Student success is built on the foundation of safe, nurturing, welcoming, respectful and inclusive learning and working environments.
- Students and staff members are expected to model behaviours, including language that promotes the well-being of others.
- A positive school climate is free from violence, harassment, verbal, physical or sexual abuse, bullying, threatening, unethical use of technology, hate-related behaviour and language, gang-related activities, vandalism, intimidation, extortion, harassment and discrimination on the basis of race, faith, gender, gender identity, socioeconomic status, place of origin, ethnicity, ability, age, sexual orientation, or any other attribute or characteristic that an individual cannot change.

### **2. *To promote shared responsibility for learning among school staff members, students and parents/guardians.***

- All students have the right to learn in an environment conducive to helping them achieve to the best of their ability. Students are more successful when they have access to continuous learning opportunities and to the support they need to meet their learning objectives, where appropriate.
- Students have a right to learn and experience success in schools where all partners are committed to ensuring safe, nurturing, welcoming, respectful and inclusive learning environments.
- Students have a responsibility to demonstrate commitment to the learning process, to honour the school Code of Conduct, and to demonstrate age and developmentally appropriate social behaviour.

- School staff members, parents and guardians, and school councils have a responsibility to support student success through knowledge of, and active support for, the Peel District School Board's Safe Schools Policy and the school Code of Conduct.

**3. *To develop a respect of self, of the rights of others and of the school physical environment.***

- The development of, and support for, the self-respect of an individual student or staff member is a prerequisite to the understanding of, and respect for, the individual differences of others.
- All members of the school community need to demonstrate respect for others and appreciate the diversity that enriches our learning and working environments.
- Staff members, students, parents and school council members will use language that is inclusive and productive, supporting the Peel District School Board's commitment to the spirit of mutual respect for the dignity and worth of all individuals.
- The school social and physical environment must be protected from symbols of hate and discrimination, and behaviours and attitudes inconsistent with the Peel District School Board's Safe Schools Policy.
- Discrimination on the basis of race, faith, ethnicity, place of origin, gender, gender identity, socioeconomic status, ability, age, sexual orientation, or any other attribute or characteristic that an individual cannot change will not be tolerated on Peel District School Board property, school buses, at school-authorized events or activities, or in circumstances where discrimination will have a negative impact on the school climate.
- The Peel District School Board acknowledges and respects the rights of victims and witnesses of violent or discriminatory behaviour to receive appropriate support free from retribution.

**4. *To promote the self-esteem and self-worth of all members of the school community.***

- The empowerment of each member of the school community is a critical component of individual dignity and school success.
- The recognition of positive student behaviour, academic achievement and participation in co-curricular activities provides a foundation for the social, emotional and physical health and well-being of students.
- All members of the school community deserve recognition.
- Opportunities for the development of leadership skills enable students, staff members, parents and school council members to develop confidence and experience a sense of pride for the school environment.

**5. *To assist students in the development and practice of honesty and integrity.***

- Honesty in personal behaviour and in academic activities is critical to the development of a lifelong and enduring value system.
- The application of these values must be taught and modeled to be understood and internalized.

**6. *To promote open and honest communication among all members of the school community.***

- Open and ongoing communication encourages mutual understanding within the school community and helps identify priorities to be included in the planning for school success.
- Translation is important to ensuring that all members of the learning community feel included. Every effort will be made to ensure that, as often as possible, communication materials are translated into the languages spoken by members of the school community.

**7. *To assist students in the development of self-control and self-discipline.***

- Parents, schools and the community share responsibility for:
  - assisting students to manage their lives and relationships in constructive and respectful ways
  - enabling students to develop the knowledge, skills and attitudes necessary to prevent violence and to deal with violent and potentially violent situations
- Violence, harassment, verbal, physical or sexual abuse, bullying, threatening, unethical use of technology, hate-related behaviour and language, gang-related activities, vandalism, intimidation, extortion, and discrimination on the basis of race, faith, ethnicity, place of origin, gender, gender identity, socioeconomic status, ability, age, sexual orientation, or any other attribute or characteristic that an individual cannot change are not tolerated in Peel schools.
- Any student who demonstrates behaviour inconsistent with Peel District School Board policy or the school Code of Conduct will face a range of age and developmentally appropriate interventions, supports and consequences, which may include peer mentoring, direct skill development, counselling, loss of privileges, detention, community service, making restitution, suspension from school or expulsion from any school in the Peel District School Board.
- Any staff member who violates Peel District School Board policy may be subject to consequences, pursuant to the Peel District School Board's Human Resources policies and procedures.

**8. *To assist staff members to acquire the knowledge, skills and values necessary to establish and maintain a safe, nurturing, welcoming, respectful and inclusive climate for learning and working.***

- Staff development begins at the recruitment level with the hiring of staff members whose philosophy and values align with those of the Peel District School Board.
- Staff development and training are essential components of the establishment and maintenance of safe, nurturing, welcoming, respectful and inclusive climate for learning and working.

**Standards of behaviour**

**1. *Respect, civility and responsible citizenship***

**All members of the school community must:**

- respect and comply with all applicable federal, provincial and municipal laws
- demonstrate honesty and integrity

- respect differences in people, their ideas and opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnicity, citizenship, religion, gender, gender identity, sexual orientation, age or ability
- respect the rights of others
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need
- seek staff assistance, if necessary, to resolve conflict constructively and respectfully
- respect all members of the school community, especially people in positions of authority
- respect the need of others to work in an environment conducive to teaching and learning and working
- not use abusive or inappropriate language or swear at a teacher or another person in a position of authority

## **2. Safety**

### ***All members of the school community must not:***

- engage in bullying behaviours
- commit sexual misconduct, including assault
- commit robbery
- inflict or encourage others to inflict bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by hate or bias
- commit an act of vandalism that causes extensive damage to school property or to property located on school premises

## **3. Weapons**

### ***All members of the school community must not:***

- be in possession of, or traffic in, any weapon, including, but not limited to, knives (including pocket knives), firearms, pepper spray, or other gas or devices designed to injure, incapacitate or immobilize
- use any object to threaten or intimidate another person
- cause injury to any person with an object

#### **4. Alcohol and drugs**

##### ***All members of the school community must not:***

- be in possession of, or under the influence of, or provide others with, or traffic in alcohol or restricted drugs
- give alcohol or restricted drugs to a minor

## **EXPECTATIONS**

### ***Peel District School Board***

It is a requirement of this policy that the Peel District School Board shall:

- recruit staff members with a personal and professional set of beliefs that are supportive of this policy;
- provide opportunities for all staff members to acquire the knowledge, skills and values necessary to implement this policy and to develop and maintain a safe, nurturing, welcoming, respectful and inclusive climate for learning and working;
- require that each school, as part of School Success Planning, establish a Climate for Learning Solution team to ensure that school practices and procedures are in place to respond to serious incidents in the school;
- provide schools with the Peel District School Board's brochure about safe and nurturing schools. This shall be distributed annually in September to each parent, student and staff member and communicated to the community, as appropriate;
- require that, annually in September, each school distribute to the school community the school Code of Conduct, which has been developed co-operatively with staff members, students, parents and the school council, and is reflective of and consistent with the Peel District School Board Safe Schools Policy;
- provide to schools a list of requirements for inclusion in all school Codes of Conduct (Appendix 1);
- require that each school's Code of Conduct be reviewed, in collaboration with students, staff members, parents or guardians, the school council and members of the school community every two (2) years and be submitted to the Superintendent of Education;
- support schools in developing a range of early, ongoing and proactive positive and restorative practices to promote, support and recognize appropriate and positive student behaviour;
- continue to develop and use a range of bullying prevention and intervention strategies and programming to help children at risk of being bullies and/or becoming victims of bullying;
- provide a variety of supports and programs for students who require proactive intervention to address behavioural needs;
- support schools in developing and using of a range of developmentally appropriate interventions, supports and consequences for behaviour inconsistent with this policy or the school Code of Conduct;

- support the use of suspension and expulsion for infractions outlined in the Safe Schools Procedures, taking into account the individual student, the nature and severity of the behaviour, the safety and dignity of all students, the impact on school climate, and the circumstances, including any mitigating or other factors, as outlined in Regulation 472/07;
- provide suspended and expelled students with an opportunity to continue their education by providing an educational program, consistent with PPM 141 and PPM 142;
- provide an appeal process for suspensions and expulsions, as outlined in the Safe Schools Procedures;
- ensure that victims, potential victims, witnesses and perpetrators are provided with the needed support and resources to deal with violent and other inappropriate acts and the aftermath;
- ensure that the Peel District School Board Safe Schools Policy and any related policies and procedures are available to the public;
- review the Peel District School Board's Safe Schools Policy and related policies and procedures, every two (2) years, in collaboration with students, staff members, parents/guardians, the school council, the Board's Parent Involvement Committee, Special Education Advisory Committee, social service agencies and other members of the school community;
- expand its capacity to respond to student needs and support the progressive discipline continuum by continuing to develop appropriate and proactive relationships and partnerships with the police, community agencies, other members of the school community and other boards. These relationships and partnerships must respect Peel District School Board collective agreements;
- collect data on suspensions, expulsions and programs and report it to the Ministry of Education, as required;
- establish indicators for monitoring, reviewing and evaluating the effectiveness of Peel District School Board programs and policies.

### ***Students and staff members***

It is a requirement of this policy that students and staff members:

- promote the self-esteem and self-worth of all members of the school community by showing respect for themselves, for others and for people in authority;
- honour the rights of others by refraining from acts of hatred against identifiable groups defined by race, ethnicity, place of origin, faith, gender, gender identity, sexual orientation or socioeconomic status, such as the wearing of hate or racist symbols, distributing hate information, producing hate-related vandalism, including graffiti or uttering discriminatory remarks;
- develop and practice the self-control necessary to prevent violence and to deal appropriately with violent and potentially violent situations;
- shall use electronic resources with honesty and integrity. They shall treat others with respect, dignity and fairness by demonstrating appropriate online conduct/manners (etiquette) and refraining from improper/unethical use of technology, including computer hacking. Internet use for any purpose which is contrary to the intent of a school Code of

Conduct is strictly prohibited. This includes all forms of violence, threats and harassment directed at staff members, students or the school. This applies to school, work and home Internet use;

- show respect for the property of others by refraining from theft, vandalism, gang-related activities, including graffiti, and other inappropriate behaviours;
- demonstrate commitment to the learning process by coming to class prepared to learn and by contributing to a safe, nurturing, welcoming, respectful and inclusive climate for learning and working;
- practice academic honesty and personal integrity by not participating in or encouraging plagiarism, theft, misrepresentation of original work, lying, cheating, theft of evaluation instruments, use of unauthorized aids or false representation of identity;
- demonstrate respect for the Trespass to Property Act and Access to School Premises Regulation 474/00 (revised 2007) by showing proper care and regard for school property and visiting other schools for school-authorized purposes only;
- use respectful language and refrain from using profanity while on Peel District School Board property, on school buses, at school-authorized events or activities, or in circumstances where using disrespectful or profane language will have a negative impact on the school climate;
- shall not use, possess, display and/or traffic in weapons, replicas of weapons, ammunition or attachments on Peel District School Board property, school buses, at school-authorized events or activities, or in circumstances where engaging in such activities will have a negative impact on the school climate. Weapons include guns, knives (including pocket knives), air guns, slingshots, machetes, clubs, or any other object carried or used with the intent to injure;
- shall not use, provide others with, traffic in, or possess for the purposes of trafficking, restricted drugs and/or alcohol and shall not provide alcohol or restricted drugs to a minor;
- shall not harass and/or act in a violent manner of any kind, including bullying, physical or verbal assault, threatening or intimidation;
- abstain from smoking on Peel District School Board property, school buses, at school-authorized events or activities, or in circumstances where smoking will have a negative impact on the school climate.

## **Schools**

It is a requirement of this policy that each school:

- shall maintain a safe, nurturing, welcoming, respectful and inclusive learning and working environment, where positive behaviours are promoted, and conflict and difference can be addressed with respect and civility;
- shall establish, as part of School Success Planning, a Climate for Learning Solution team to ensure that school practices and procedures are in place to respond to serious incidents in the school and to assist to build strategies to improve school climate;
- in co-operation with students, staff members, parents or guardians and the school council, will develop a Code of Conduct which shall include the requirements provided by the Peel District School Board for each school Code of Conduct (Appendix 1);

- shall inform students and parents that the school Code of Conduct applies on Peel District School Board property, school buses, when attending school-authorized events and activities, including co-curricular activities and field trips, and may be applied to any other circumstances connected to the school that may have an impact on the school climate;
- shall have their Code of Conduct reviewed by students, staff members, parents or guardians and the school council at least every two (2) years;
- shall inform students and parents, through the Code of Conduct, of the regulations and requirements regarding visitors to the school. Included in the Code of Conduct shall be the procedure for reporting to and registering with the main office of the school;
- as part School Success Planning, shall develop an implementation plan that outlines the steps to be taken in meeting the intended goals of their Code of Conduct;
- shall distribute to students, staff members, parents or guardians, volunteers and the community, annually in September, the school Code of Conduct and the Peel District School Board's brochure about safe and caring schools;
- as part of School Success Planning, develop and implement a school-wide bullying prevention and intervention plan;
- shall offer programs that emphasize a range of early, ongoing and proactive positive and restorative practices, such as peer mentoring, student leadership, direct skill development, early intervention, bullying prevention and intervention, conflict prevention and intervention, counselling and social skills development, to promote, support and recognize appropriate and positive student behaviour;
- shall address inappropriate behaviour by intervening with a range of clear, fair and developmentally appropriate progressive discipline strategies, as outlined in PPM 145 and the Safe School Procedures, and will take the most appropriate action, taking into account the individual student, the student's cultural, diversity and special needs, the nature and severity of the behaviour, the safety and dignity of all students, the impact on school climate, and the circumstances, including any mitigating or other factors;
- shall investigate any underlying causes of behavioural incidents and develop a plan to respond to any issues;
- shall develop guidelines for supervision to ensure the safety of the school community at all school-sponsored activities. These guidelines will be consistent with the school's Code of Conduct;
- shall maintain an environment where conflict and difference can be addressed with respect and civility by following the "Police and School Response Protocol," as developed cooperatively by the Peel District School Board, Dufferin-Peel Catholic District School Board, Peel Regional Police and the Ontario Provincial Police Caledon detachment.

### ***Parents or guardians***

It is a requirement of this policy that parents or guardians:

- follow the guidelines of this and other Peel District School Board policies and the school Code of Conduct when in attendance at school functions and be encouraged to support students by reinforcing and modeling appropriate social skills;



- be requested to support students by demonstrating appropriate academic, social and emotional behaviour through co-operative school and parent partnerships;
- be involved in each school as an integral part of the development and review of the Code of Conduct;
- be requested to support schools when consequences are needed to reinforce and assist students' understanding of their behaviour;
- be requested to support the school and co-operate with Peel District School Board personnel and other social agencies, as recommended, when it is determined that interventions such as counseling are necessary;
- be encouraged to ensure that their children are prepared for learning;
- ensure that their children attend school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- communicate regularly with the school;
- show an active involvement in their child's school work and progress.

## **B. PROGRESSIVE DISCIPLINE**

### **Interventions, supports and consequences**

To create a safe, nurturing, welcoming, respectful and inclusive climate for learning and working, the Peel District School Board promotes the use of early, ongoing and proactive positive and restorative practices, as outlined in the Safe Schools Procedures, to encourage and support appropriate student behaviours.

The Provincial Code of Conduct, the Peel District School Board Code of Conduct, the *Education Act*, Ontario Regulation 472/07, Policy Program Memorandum (PPM) 128 (Provincial and school board codes of conduct), 141 (programs for long term suspension), 142 (expulsion programs) and 145 (progressive discipline), together with the Board's discipline policies and procedures create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.

Progressive discipline is an approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Peel District School Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students succeed. For students with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's Individualized Education Plan (IEP) and/or his/her demonstrated abilities.

The Peel District School Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Peel District School Board supports the use of a continuum of developmentally appropriate

progressive discipline strategies, including suspension and expulsion where necessary, consistent with Ministry of Education direction and PPM 145.

The Peel District School Board encourages schools to use proactive, positive practices and corrective, supportive practices to address inappropriate behaviour, as outlined in the Safe Schools Procedures, and does not support discipline measures that are punitive.

The Peel District School Board does not support the use of exclusion of students pursuant to section 265(1)(m) of the *Education Act* as a means of discipline, but recognizes that to maintain the physical and/or mental well-being of students in a class or in the school, exclusion of a student may be necessary, in which case the exclusion will be communicated to the parent/guardian or adult student in accordance with Peel District School Board procedures, including the right to appeal the exclusion to the Trustees of the Peel District School Board, as set out in Peel District School Board procedures.

The Peel District School Board also supports the use of suspension and expulsion when a student has committed one or more of the infractions outlined in the Safe Schools Procedures on Peel District School Board property, during a school-related activity or event, and/or in circumstances where the infraction will have a negative impact on the school climate.

In all cases where consequences might be imposed, teachers, administrators and the Peel District School Board will be sensitive to the diversity, cultural and special needs of all individuals involved and shall take into account the individual student, the nature and severity of the behaviour, the safety and dignity of all students, the impact on school climate, and the circumstances, including any mitigating or other factors, as outlined in the Safe Schools Procedures and consistent with Ontario Regulation 472/07. Before applying disciplinary measures, the principal/designate and Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.

The Peel District School Board is committed to providing suspended and expelled students with an opportunity to continue their education by providing an educational program, consistent with PPM 141 and PPM 142, and the support that these students need to meet their learning objectives.

The Peel District School Board supports the application and enforcement of the Code of Conduct, Standards of Behaviour and Student Expectations for suspended and expelled students participating in an alternative program consistent with PPM 141 and PPM 142. The enforcement of the Code of Conduct, Standards of Behaviour and/or Student Expectations for suspended and expelled students can include modification of that student's participation in the alternative program.

Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and students are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent. A principal may delegate some disciplinary responsibilities to a vice-principal and/or teacher of the school in accordance with the *Education Act*, Ministry of Education policies and Board procedures. In such circumstances, the delegation of authority and the authority delegated shall be clearly identified in Peel District School Board procedures, as shall the supports available to individuals in receipt of the delegated authority.

To meet the goal of creating a safe, nurturing, and accepting school environment, the Peel District School Board supports the use of early, ongoing and proactive positive and restorative practices, as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion, where necessary. The Board considers homophobia, gender based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or

ground protected by the *Human Rights Code*, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviour and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.

This policy authorizes the use of progressive discipline practices.

### **Positive practices**

In order to promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, nurturing, welcoming, respectful and inclusive learning and working environments that encourage and support students to achieve to the best of their ability, the Peel District School Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The Board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

Preventative practices include:

- Human Rights strategies pursuant to PPM 119
- anti-bullying and violence prevention programs;
- mentorship programs;
- student success strategies;
- character development and education;
- citizenship development;
- student leadership; and
- promoting healthy relationships and lifestyles.

Positive behaviour management practices include:

- program modifications or accommodations;
- class placement;
- positive encouragement and reinforcement;
- individual, peer and group counselling;
- conflict resolution;
- mentorship programs;
- promotion of healthy student relationships;
- sensitivity programs;
- safety plans;
- school, Peel District School Board and community support programs; and
- student success strategies.

The Peel District School Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Peel District School Board supports the use of consequences.

In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Peel District School Board that progressive discipline practices, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied, if appropriate.

### **Progressive Discipline Consequences**

The goal of this policy, with respect to progressive discipline, is to support a safe learning and working environment in which every student can achieve to the best of his/her ability. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Peel District School Board and school Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, including administrators, teachers, teaching assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, shall, in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The Peel District School Board, and school administrators, must consider all mitigating and other factors, as required by the *Human Rights Code*, the *Education Act* and as set out in Ontario Regulation 472/07 before imposing progressive discipline consequences.

When implementing progressive discipline practices, the Peel District School Board must:

- require schools to develop and implement a progressive discipline policy consistent with the Board's Safe Schools policy;
- outline a range of interventions, supports and consequences;
- require schools to use the most appropriate response in accordance with Peel District School Board policy and applicable collective agreements;
- develop a process to build on and develop new partnerships with community agencies and local police;
- provide opportunities for ongoing parent dialogue; and
- provide leadership opportunities for students.

Progressive discipline practices may include early and/or ongoing intervention strategies, such as:

- anti-bullying and violence prevention programs
- review of expectations and specific skills development;
- oral reminders;
- written work assignment with a learning component;

- contact with the student's parent(s)/guardian(s);
- peer mentoring;
- consultation with board resources;
- volunteer service to the school community;
- conflict mediation and resolution; and
- referral to counselling.

Progressive discipline practices may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- withdrawal of privileges;
- detentions;
- withdrawal from class;
- meeting with the student, the student's parent(s)/guardian(s) and the principal;
- restorative practices;
- restitution for damages;
- referral to a community agency for counselling, such as conflict resolution, anger management or substance abuse; and/or
- the use of suspension and expulsion as outlined in Part XIII of the Education Act, where a student has committed one or more of the infractions outlined below on school property, school buses, during a school-related activity or event, and/or in circumstances where the infraction will have a negative impact on the school climate.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations, is open, courteous and focused on student success. When addressing inappropriate behaviour, school staff should consider the particular student and circumstances, including any mitigating and other factors as set out Regulation 472/07, the nature and severity of the behaviour, and the impact on the school climate.

## **Suspension**

The infractions for which a suspension may be considered by the principal include:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol or restricted drugs;
3. being under the influence of alcohol;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
6. bullying;
7. any act considered by the principal to be detrimental to the moral tone of the school;
8. any act considered by the principal to be detrimental to the physical or mental well-being of members of the school community; or
9. any act considered by the principal to be contrary to Peel District School Board or school Codes of Conduct.

A student may be suspended only once for each instance of an infraction and may be suspended for a minimum of one (1) school day to a maximum of twenty (20) school days. Suspensions between six (6) and twenty (20) days in length are deemed long-term suspensions.

Any such infractions for which a student may be suspended or expelled about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with Peel District School Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Peel District School Board procedures must be made when it is safe to do so.

The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil except where the principal is aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests.

### **Mitigating and Other Factors**

Before imposing a suspension, the principal, as required by the Education Act, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the pupil. For the purpose of the Safe Schools Policy and Procedures, the Peel District School Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.

The principal or designate shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

### **Mitigating Factors**

The mitigating factors to be considered by the principal are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

### **Other Factors to be Considered**

1. The pupil's academic, discipline and personal history;
2. Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
3. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
4. The impact of the discipline on the pupil's prospects for further education;

5. The pupil's age;
6. Where the pupil has an IEP or disability related needs,
  - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
  - b) Whether appropriate individualized accommodation has been provided; and
  - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
7. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

## **Expulsion**

The infractions for which a principal may consider recommending to the Peel District School Board that a student be expelled include:

1. possessing a weapon, including possessing a firearm or knife, (including pocket knives);
2. using a weapon to cause or to threaten bodily harm to another person;
3. committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. committing sexual assault;
5. trafficking in weapons or restricted drugs;
6. committing robbery;
7. giving alcohol to a minor;
8. an act considered by the principal to be significantly detrimental to the moral tone of the school and/or to the physical or mental well-being of others;
9. a pattern of behaviour that is so inappropriate that the student's continued presence is detrimental to the effective learning and/or working environment of others;
10. activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Peel District School Board;
11. activities engaged in by the student on or off school property that have caused extensive damage to the property of the Peel District School Board or to goods that are/were on Board property;
12. any act considered by the principal to be a serious breach of the expectations for student behaviour and/or a serious violation of the Peel District School Board or school Code of Conduct.
13. where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious breach of the expectations of student behaviour and/or a serious violation of the Peel District School Board or school Code of Conduct.

The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights* Code and/or exacerbate the pupil's disadvantaged position in society.

Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with Peel District School

Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Peel District School Board procedures must be made when it is safe to do so.

The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil except where the principal is aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests.

### **Mitigating Factors and Other Factors**

Before imposing a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating and other factors outlined above, for the purpose of mitigating the discipline to be imposed on the pupil. For the purpose of the Student Discipline Policy and Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

If the principal imposes a suspension pending an investigation to determine whether to recommend expulsion, the principal must consider any mitigating and other factors as set out above and in the Safe Schools Procedures, for the purpose of mitigation when determining whether to recommend an expulsion, and, if no expulsion is recommended, when deciding whether to shorten the length of the suspension.

For the purpose of the Safe Schools Policy and Procedures, the Peel District School Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.

### **Principal Investigation**

Before recommending an expulsion, the principal must complete an investigation, as required by the Education Act, which is consistent with the expectation of the *Human Rights Code* and the expectations for principal investigations outlined in the Peel District School Board's Safe Schools Procedures.

#### **Victims of Serious Student Incidents**

The Board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the provincial, Board, and school Codes of Conduct. The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil except where the principal is aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests. The Board shall develop appropriate plans to protect the victim and will communicate those plans to the victim and the parents/guardians of victims.

### **Appeal**

Where a student's parent/guardian or the student, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the student, that student's parent/guardian or the student, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the student, in accordance



with the *Human Rights Code*, the Peel District School Board's Safe Schools Procedures and Suspension Appeal Guidelines.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

The adult student or the student's parent/guardian may appeal a Peel District School Board decision to expel the student to a tribunal designated to hear and determine appeals of School Board decisions to expel students. The tribunal's decision is final.

### **Superintendent Responsible for Student Discipline**

The Superintendent of Staff Development and School Support Services shall have the procedural powers and duties outlined in the Safe Schools Procedures.

### **Discipline Committee**

The Peel District School Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee may conduct the suspension appeals and expulsion hearings. The Peel District School Board or Discipline Committee shall conduct suspension appeals and expulsion hearings in accordance with the Safe Schools Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

In all cases where consequences might be imposed, teachers, administrators and the Peel District School Board will consider the safety and dignity of all students, and the impact of the incident on the school climate.

The Discipline Committee shall have the powers as set out in the Education Act and any other powers necessary and shall consider the *Human Rights Code* prior to implementing any appropriate order.

The Discipline Committee may expel a student from a school or all schools of the Board as a result of his/her involvement in a single act, a single incident or a single infraction where, in the opinion of the Discipline Committee, the student's behaviour was a serious breach of the expectations of student behaviour and/or a serious breach of the Peel District School Board or school Code of Conduct.

### **Alternative programming**

Suspended and expelled students shall have the opportunity to continue their education, as required by the Education Act and consistent with PPM 141 and PPM 142. For students with special education and/or disability related needs, appropriate support shall be provided, consistent with the expectations in the student's IEP and/or his or her demonstrated abilities.

The Peel District School Board shall actively encourage, but cannot compel, expelled students and students on long-term suspensions to participate in the Board's alternative programming. Expelled students may be readmitted to school if they complete the Peel District School Board program or satisfy the objectives of the program.

Students who commit an infraction while attending an alternative program for suspended or expelled students, as a consequence, can have their program modified to make it longer in duration and/or to withdraw some or all of the programming and/or services or can be referred for an expulsion, depending upon the nature and severity of the infraction committed and giving consideration to the mitigating and other factors.

## **Training**

The Peel District School Board will implement a training strategy for administrators, teachers and other school staff that:

- emphasizes that all staff have a responsibility in building a supportive learning and working environment;
- increases awareness and educates others in the school community about the Peel District School Board's progressive discipline practices; and
- recognizes the need to support ongoing teacher and administrator training.

## **C. BULLYING PREVENTION AND INTERVENTION**

### **Statement of policy**

The Peel District School Board is committed to providing a safe, nurturing, welcoming, respectful and inclusive climate for learning and working, where all members of the school community are treated with respect and dignity, and where positive, co-operative relationships are encouraged and diversity is appreciated.

The Peel District School Board recognizes that bullying adversely affects the learning and working environment, disrupting students' ability to learn and the school's ability to educate its students. Bullying also adversely affects the development of healthy, inclusive relationships, and the school climate.

All members of the school community have a responsibility to maintain a school environment where conflict and differences can be addressed with respect and civility. Bullying will not be accepted on Peel District School Board property, school buses, at school-related activities or in any other circumstances where engaging in bullying will have a negative impact on the school climate.

The Provincial Code of Conduct, the Peel District School Board Code of Conduct, the *Education Act*, Ontario Regulation 472/07 and Policy Program Memorandum (PPM) 144 (bullying prevention) together with the Board's discipline policies and procedures create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario when addressing issues of discipline with respect to bullying.

### **Definition of bullying**

Bullying is typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying may include bullying because of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, and despite the truthfulness and/or applicability of the immutable characteristic or ground.

## Requirements

1. Successful interventions for bullying require an ongoing, proactive and multi-faceted whole-school approach. The Peel District School Board's comprehensive bullying prevention and intervention strategy provides:
  - supports schools in creating a climate that discourages bullying;
  - establishes and maintains high expectations for appropriate behaviour;
  - encourages proactive, positive processes that reduce the incidence of bullying;
  - provides support for students who have been bullied, students who have bullied others, and students who have been affected by observing bullying;
  - includes teaching strategies that support a comprehensive intervention strategy and school-wide bullying prevention practices;
  - provide opportunities for all students to participate in bullying prevention training and leadership initiatives within their own school;
  - are consistent with progressive discipline practices;
  - includes procedures for safe reporting of bullying incidents in a way that will minimize the possibility of reprisal; and
  - has a monitoring and review process to determine its effectiveness.
2. Appropriate behaviour includes:
  - treating others respectfully and fairly, regardless of their race, ancestry, place of origin, colour, ethnicity, citizenship, religion, gender, gender identity, sexual orientation, age, ability or any other attribute or characteristic that an individual cannot change
  - interacting with others in an inclusive, productive and co-operative manner that demonstrates both self-respect and self-control
  - refusing to bully, harass and/or act in a violent manner towards others
  - refusing to let others be bullied
  - refusing to watch, encourage or participate when others are being bullied
  - reporting bullying incidents
3. The Peel District School Board's bullying prevention strategy shall promote an ongoing program of school-wide education to:
  - build a sense of community, inclusiveness and connection;
  - foster cultural sensitivity, and respect for diversity and special needs;
  - promote and support positive, healthy relationships;
  - promote a safe, nurturing, welcoming, respectful and inclusive climate for learning and working, where conflicts and differences are resolved constructively and respectfully;
  - help all members of the school community recognize and fulfill their responsibilities to others; and
  - help students develop empathy, responsibility and social skills.

4. School-wide, anti-bullying education shall include initiatives such as:
  - teaching strategies that promote healthy, inclusive relationships
  - bullying prevention activities and materials that are integrated into the curriculum
  - bullying prevention training provided for school administrators, teachers, educational assistants and students and, where appropriate, for other members of the community, including volunteers and school bus drivers/operators
  - ongoing anti-bullying training for new teachers and support staff
  - mentorship programs
  - student leadership opportunities
  - direct skill development
5. For incidents of repeated bullying, the Peel District School Board's comprehensive intervention program may include a range of interventions, skill development, supports and consequences that focus on improving behaviour, such as one or more of the following:
  - withdrawal of privileges;
  - detentions;
  - withdrawal from class;
  - meeting with the student, the student's parent(s)/guardian(s) and the principal;
  - restorative practices;
  - restitution for damages;
  - referral to a community agency for counselling, such as conflict resolution, anger management or substance abuse; and/or
  - the use of suspension and expulsion as outlined in Part XIII of the Education Act, where a student has committed one or more of the infractions outlined below on school property, school buses, during a school-related activity or event, and/or in circumstances where the infraction will have a negative impact on the school climate.
6. In circumstances where positive practices and alternative progressive discipline measures might not be effective or sufficient to address bullying incidents, the Peel District School Board supports the use of suspension and expulsion, where necessary, as corrective consequences for inappropriate behaviour.
7. The Peel District School Board shall develop procedures to allow staff and students to report bullying incidents easily, safely, anonymously and without fear of reprisal.
8. It is the expectation of the Peel District School Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, including administrators, teachers, teaching assistants, social workers, child and youth workers, psychologists, and speech and language pathologists, shall, in accordance with Board procedures, respond to any incidents of bullying, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.
9. Further, incidents of bullying about which a board staff member or a transportation provider becomes aware must be reported to the principal or designate in accordance with Peel District School Board procedures at the earliest, safe opportunity and no later than the end of the school day or transportation run, if reported by a transportation provider. A written

report in accordance with Peel District School Board procedures must be made when it is safe to do so.

10. As part of their School Success Plan, all schools shall use school-wide bullying prevention and intervention practices that are consistent with PPM 144 and this policy. These plans must include:
  - the definition of bullying;
  - prevention strategies;
  - intervention strategies;
  - training strategies for members of the school community;
  - communication and outreach strategies; and
  - monitoring and review processes.
11. The Board supports pupils who are victims of serious incidents of bullying causing harm contrary to the provincial, Board, and school Codes of Conduct. The principal or designate is required to provide information, in accordance with Board procedures, to the parent/guardian of a pupil except where the principal is aware that informing the parent/guardian would put the pupil at risk of harm and would not be in the pupil's best interests
12. The Board shall develop, in consultation with parents, develop appropriate plans to protect the victim. The Board shall communicate those plans to the victim and to the victim's parents/guardians. Communication with the victim's parent/guardian shall only take place in circumstances where to do so would not, in the principal or designate's opinion, put the pupil at risk of harm and would not be in the pupil's best interests.
13. Every school must establish through School Success Planning a Climate for Learning team to ensure that school practices and procedures are in place to address issues of school safety. The team shall be comprised of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner and the principal. The team must have a staff chair. An existing school committee can assume this role. The team shall be responsible for revising their existing school wide bullying prevention and intervention plans to include awareness raising strategies and support strategies.
14. The Peel District School Board shall actively communicate the policies and procedures related to bullying and the definition of bullying to all students, parents, school administrators, staff, school council members, volunteers and school bus drivers/operators and to other members of the school community, where appropriate. This information should be translated and/or shared appropriately with parents whose first language is not English.
15. The Peel District School Board shall establish indicators to regularly monitor, review and evaluate the effectiveness of its bullying prevention and intervention practices.

#### **D. ACCESS TO SCHOOL PREMISES**

##### **Statement of policy**

The Peel District School Board is committed to providing a safe learning and working environment and preserving the integrity of the instructional day for students and staff members. The Peel District School Board recognizes that control of access to school premises under its jurisdiction shall be in accordance with the provisions of s.212, s.265(1)(m) and s.305 of the Education Act and Ontario Regulation 474/00 (revised 2007). The Peel District School Board further authorizes principals or their designate to exercise rights as occupiers under the

provisions of the Trespass to Property Act. Access to school premises during after school hours shall be governed by Policy 42, Use of Facilities.

### **Requirements**

1. The Peel District School Board recognizes that the following persons are permitted to be on school premises at any time authorized by the Board:
  - a person enrolled as a student
  - a parent or guardian of such a student
  - a person employed or retained by the Peel District School Board
  - a person who is otherwise on the premises for a lawful purpose (e.g. trustee, voting)
  - a person who is invited to attend an event, a class or a meeting on school premises provided the person is on the premises for that purpose
  - a person who is invited onto school premises for a particular purpose by the principal, vice-principal, teacher or another person authorized by the Peel District School Board policy, provided the person is on the premise for that purpose
2. Persons authorized to be on school premises are not entitled to have access to all areas of the school premises.
3. The Peel District School Board has the right to lock the school premises when the premises are not being used for a purpose authorized by the Board.
4. An authorized person is not allowed to remain on school premises if, in the judgment of the principal or designate, his or her presence is considered detrimental to the safety or well being of a person on the premises.
5. An authorized person is not permitted to remain on school premises if he or she fails to report their presence on the premises in the manner specified in the school's Code of Conduct.
6. A student registered in a school, or attending a program for suspended or expelled students cannot be denied access to the premises of that school, under the provisions of Ontario Regulation 474/00 (revised 2007).
7. The principal or designate shall exercise the rights of the Peel District School Board as an occupier under the provisions of the Trespass to Property Act, the Education Act s.212, s.265(1)(m), s.305(4)(5) and Regulation 474/00 (revised 2007) s.3, with respect to an individual determined to be in non-compliance with provisions of the policy.

## **E. OPENING AND CLOSING EXERCISES**

### **Statement of policy**

The Peel District School Board is committed to promoting good citizenship and encouraging a safe, nurturing, welcoming, respectful and inclusive learning and working environment. This policy outlining expectations for Opening and Closing Exercises is in accordance with provisions of s.304 of the Education Act and amendments to Regulation 298, as amended.

### **Requirements**

1. All students shall sing *O Canada* as part of their opening or closing exercises.

2. In accordance with Regulation 298, the principal shall exempt a student from participating in the singing of *O Canada* if authorized by the Peel District School Board in the following circumstances:
  - in the case of a student who is less than 18 years old, if the student's parent or guardian applies to the principal to be exempted from doing so
  - in the case of a student who is at least 18 years old, or 16 or 17 and has removed him/herself from parental control, if the student applies to the principal to be exempted from doing so

## **F. APPROPRIATE DRESS**

### **Statement of policy**

The Peel District School Board supports all schools in their expectations of appropriate student dress. This policy has been developed in accordance with Ontario Regulation 298 s.23(l)(f), s.302(5) of the Education Act and the Human Rights Code.

### **Requirements**

#### **Student Dress Code**

1. If a student dress code has not been developed between September 2000 and February 2008, the principal, in consultation with the school council, shall develop a student dress code consistent with the Peel District School Board policy, the provisions of the Code of Conduct, the Human Rights Code and the Canadian Charter of Rights and Freedoms.
2. The Student Dress Code shall include:
  - statement of principles
  - specific expectations regarding inappropriate apparel
  - mandatory compliance for all students
  - explanation of terms
3. The Student Dress Code shall be published and distributed to students and parents or guardians at the beginning of each school year.

#### **Code for Formal Student Dress or School Uniform**

The principal, in consultation with the school council, may initiate the process of establishing a Code for Formal Student Dress or School Uniform.

The following process must be followed:

1. Principals will consult with the Superintendent of Education.
2. School council must determine if any interest exists in the school community, through communication with parents or guardians, students and staff members.
3. Interest must be indicated in writing and represent 66% of the families enrolled in the school.
4. If there is not sufficient interest, no further action will be taken during that school year.

5. If the process indicates that interest does exist in establishing a Code for Formal Student Dress or School Uniform, a representative committee, including parents or guardians, staff members, students and school administration, will be established.
6. The purpose of this committee will be to:
  - consider implications of introducing a Code for Formal Student Dress or School Uniform, including affordability
  - develop an action plan
  - determine whether the adoption of a Code for Formal Student Dress or School Uniform is supported by 80% of the families enrolled in the school
7. The action plan must include the following:
  - process for data collection
  - communication plan
  - clear voting procedures
  - a strategy to deal with affordability
  - an implementation timeline
  - an understanding that implementation is premised on voluntary compliance
  - a process for the acquisition of apparel, if necessary
  - a review and monitoring process, which parallels the same process that led to the decision to adopt the Code for Formal Student Dress or School uniform
8. The school council will share the information gathered with the school community, including a description of the proposed change.
9. If the decision-making process meets the minimum standard of 80% of the families enrolled in the school, the school will implement a Code for Formal Student Dress or School Uniform as outlined in the action plan.
10. If the decision-making process does not meet the minimum standard of 80% of the families enrolled in the school, the issue will not be studied for a period of three (3) years.

### **Explanation of Terms**

**Student Dress Code** is defined as the standard of student dress established in consultation with the school council, consistent with Peel District School Board Policy and the Education Act and Regulations.

**Code for Formal Student Dress or School Uniform** is defined as the standard of student dress, in terms of prescribed apparel, as determined and adopted by the school, in consultation with the school council and supported, in writing, by 80% of the families enrolled in the school.

**Inappropriate Apparel** includes, but is not restricted to, logos, sayings and pictures that address/display:

- a) sexual content
- b) substance abuse
- c) violence



- d) profanity
- e) inappropriate references to nationality, race or gender

**Voluntary Compliance** is defined as the acceptance of the Code for Formal Student Dress or School Uniform without the requirement for monitoring, enforcement or consequences for non-compliance.

**Mandatory** is defined as the requirement. Monitoring, enforcement and consequences are applied to all students to ensure compliance.

(Underlined, bolded print indicates new language)  
(\*\* signifies removal of language)

Approved December 11, 1979  
Revised June 10, 1986  
Revised September 8, 1987  
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Revised February 25, 2003  
Reviewed December 2005  
Approved January 22, 2008 *(replaces former Policy #48 – Safe Schools)*  
Approved January 26, 2010

## Appendix 1

### REQUIREMENTS FOR SCHOOL CODES OF CONDUCT

Each school is required to have a Code of Conduct that includes the requirements outlined below and makes reference to the elements of a safe, nurturing, welcoming, respectful and inclusive climate for learning and working, as outlined in the Peel District School Board's Safe Schools Procedures. The Code shall reflect the expectation that positive behaviour and good citizenship are norms for Peel students and shall include statements that reflect sensitivity to students' self-esteem, diversity, cultural and special needs. The Code will follow a firm but fair approach that emphasizes early, ongoing and proactive positive practices and provides a range of corrective, supportive and developmentally appropriate progressive discipline strategies to address inappropriate behaviour.

#### Requirements

School Codes of Conduct shall:

- reflect the values of the Peel District School Board and be consistent with the Peel District School Board Safe Schools Policy
- be reviewed at least every two (2) years, in partnership with students, staff members, parents or guardians, school council and members of the school community
- be submitted to the **Superintendent of Education**
- be distributed to students and parents annually in September
- provide clear expectations regarding acceptable and non-acceptable behaviours and include the rights and responsibilities of all members of the school community and visitors
- establish a range of early, ongoing and proactive positive and restorative practices to support and encourage positive, appropriate behaviour
- establish an array of extensive, clear, fair and developmentally appropriate interventions, supports, direct skill instruction and consequences for unacceptable behaviour. It has been the practice in Peel to review each situation carefully and to take the most appropriate action, based on the professional judgment of the principal and school staff members and taking into account the nature and severity of the behaviour, the impact on school climate and mitigating and other factors, as outlined in the Peel District School Board's Safe Schools Procedures. The Board does not support a prescriptive or punitive approach.
- be clearly and effectively communicated to the school community to help them understand and support the school's standards of behaviour. This information should be translated and/or shared appropriately with parents whose first language is not English. The principal shall review the Code of Conduct with students at the beginning of each school year and at appropriate intervals. Emphasis shall be given to the expectations and consequences regarding violence, weapons, restricted drugs and alcohol.

School Codes of Conduct shall clearly state that:

- students, parents or guardians, volunteers, teachers and other staff members are included in the Code of Conduct, whether they are on Peel District School Board

property, school buses, at school-authorized events or activities, or in circumstances where engaging in an activity will have a negative impact on the school climate

- all members of the school community and persons of authority are to be treated with respect and dignity
- all members of the school community have a responsibility to respect and honour the school Code of Conduct, to demonstrate age and developmentally appropriate social behaviour and to take responsibility for their own actions
- students must demonstrate commitment to the learning process by coming to class prepared to learn and by contributing to a safe, nurturing, welcoming, respectful and inclusive climate for learning and working
- harassment and physical, verbal (oral or written), sexual or psychological abuse; bullying; threatening; intimidation; extortion; gang-related activities; vandalism; behaviour motivated by hate or bias; unethical use of technology; or discrimination on the basis of, for example, race, ancestry, place of origin, colour, ethnicity, citizenship, religion gender, gender identity, socioeconomic status, ability, age, sexual orientation, or any other attribute or characteristic that an individual cannot change, are unacceptable
- students must practice honesty and integrity by 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
- when using electronic resources students must 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 a school's Code of Conduct is strictly prohibited. This includes all forms of violence, threats and harassment directed at staff members, students or any member of the school community. This applies to school, work and home Internet use.
- students must demonstrate respect for the Trespass to Property Act and the Access to School Premises Regulation 474/00 (revised 2007) by showing proper care and regard for school property and visiting other schools for school related and authorized purposes only
- a principal will consider suspending a student who has engaged in activities listed in s.306(1) of the Education Act. Before imposing a suspension, the principal will take into account mitigating and other factors, as outlined in Regulation 472/07.
- a principal will suspend, and consider recommending for expulsion, a student who has engaged in activities listed in section 310(1) of the Education Act. Before imposing a suspension pending an investigation to determine whether to recommend an expulsion, the principal will take into account mitigating and other factors, as outlined in Regulation 472/07.

## **Policy # 51**

# **HUMAN RIGHTS**

## **Statement of Policy**

The Peel District School Board is committed to hosting a work and educational environment in which everyone is treated with respect, and no one is subject to discrimination. This commitment stems from the Peel Board's own philosophy and its obligations under the Ontario *Human Rights Code*.

This policy is aligned with and supports the principles and expectations of the Equity and Inclusive Education policy (Policy 54)

**Please Note:** Every person has the right to seek assistance from the *Human Rights Tribunal of Ontario*, even when steps are being taken under this Policy. Those who belong to a union may be eligible to seek assistance there as well. Please be aware, however, that in both instances, time limits will apply.

All those involved with the Peel Board – trustees, all employees, students, parents, volunteers, contractors, permit-holders and visitors – must share responsibility for eliminating discrimination and must work together to prevent it.

All of us are responsible for ensuring that our behaviour is appropriate, respectful, and consistent with the provisions of the Ontario *Human Rights Code* (explained later in this document).

Every student and staff member is expected to respond in a timely and cooperative manner to requests for information relating to a complaint of discrimination.

There is also an expectation that written complaints be laid within 1 year of the offending incident(s) unless the delay was:

- justified because of extenuating circumstances, and
- would not result in substantial prejudice to anyone

## **Purpose**

This Policy is designed to:

1. alert those working for or using the services of the Peel Board that discriminatory treatment in the workplace or in the provision of educational services is against the law
2. define the types of behaviour that may be considered discriminatory, and
3. clarify that discrimination will not be tolerated in Peel Board schools and business locations.

## Application

- Who:** This Policy applies to all those working for the Peel Board, including trustees, as well as students, parents, contractors, volunteers, permit-holders and visitors to Peel Board locations.
- When:** An individual's behaviour will be subject to this Policy when that person:
- uses educational or other services offered at Peel Board locations
  - provides services for the Peel Board, or
  - works for the Peel Board
- Where:** In both cases, locations and situations where behaviour will be subject to this Policy include, but are not limited to:
- Peel Board offices and schools
  - Peel Board-related social functions
  - school buildings under the jurisdiction of Peel Board
  - school-related social functions where that school is under the jurisdiction of the Peel Board
  - in the course of work-related assignments outside of Peel Board facilities
  - at work-related conferences or training sessions
  - during work-related conferences or training sessions
  - during work-related travel, e.g., field trips
  - when using technology resources (computer, phones, cellular/mobile technology, servers, networks, computer applications, data, email and collaboration tools and third party internet services provided to the Peel Board) See also Policy # 78 – Digital Citizenship.
  - when using electronic communications and/or social media (including but not limited to sites such as Facebook, Twitter, LinkedIn, Flickr, YouTube, Wikipedia, Picasa and MySpace)

## TERMINOLOGY AND BASIC PRINCIPLES

### Terminology

For the purpose of this policy, the following terms are equivalent:

- unequal treatment
- differential treatment
- discriminatory treatment
- unfair treatment

### Basic Principles

To be considered discrimination, the action or rule in question must affect the victim in a negative way. To fit under this policy (which is based on the Ontario Human Rights Code), this negative effect must be related to his or her:

- race
- ancestry
- place of origin (includes accent)
- colour
- ethnic origin

- citizenship
- creed
- sex (includes pregnancy, breastfeeding, and gender)
- sexual orientation
- age (in employment, 18 or over)
- marital status (includes same-sex partnership status)
- same-sex partnership status
- family status (parent-child relationship)
- disability
- record of offences (in employment only, pardoned conviction, unrevoked under the Criminal Records Act)

The discriminator's intentions do not matter (perhaps he or she does not mean to discriminate); only the result or effect of the action (unfair impact on the victim) counts.

## FOUR TYPES OF DISCRIMINATION

(based on grounds protected by the Ontario *Human Rights Code*)

### 1. Direct discrimination

The discriminator follows a practice that directly results in a negative impact for some individuals, based on one or more of the grounds listed above.

Examples:

- i) Girls are not allowed to play on boys' sports teams because they have their own separate teams.
- ii) A teacher tells students not to speak their own first language during school activities because this is Canada and they should therefore use English.

### 2. indirect or constructive discrimination (also called "adverse effect" discrimination).

The discriminator (individual or institution) imposes a rule or policy that indirectly results in a negative impact for some individuals, based on one or more of the grounds listed above.

Example:

Health and safety guidelines for gym classes specify that students may not wear any "loose" clothing, nor any head wear. (This has a negative impact on Muslim girls who wear the hijab head covering and a long, loose garment.)

Notes:

The rule/policy appears to be neutral, i.e., it is applied equally to all students. The discrimination arises out of the result or effect of the rule on some individuals because of their religion.

If those affected cannot be accommodated without causing undue hardship to the one imposing the rule, the rule may be considered *bona fide* and reasonable.

Example:

Candidates for administrative promotional opportunities must agree, if chosen as the successful candidate, to begin the new position within two weeks. (This has a negative impact on women on maternity leave who are thus forced to forfeit the remainder of their leave period.)

### 3. Systemic discrimination

Existing structures, policies and/or practices in the school or workplace impose barriers, both subtle and unsubtle, to some individuals, based on one or more of the grounds listed above.

Examples:

- i) Someone with a disability is not hired because the school building is not sufficiently accessible to that person; the person is not told of other accessible locations that might be hiring. Supervisors are not encouraged to hire people with disabilities nor informed about the accommodation they might offer to someone with a disability seeking a position.
- ii) Under traditional recruitment practices, only men were hired for custodial positions, while women were hired for less pay as school attendants.

Note:

The problems stem from various systems and habits that have been in place over time.

It is neither appropriate nor practicable for the board to investigate complaints of systematic discrimination. Complaints of systematic discrimination must be directed to the Human Rights Tribunal of Ontario

### 4. Harassment

Definition – Under this Policy "harassment" means:

One vexatious comment or incident, or a course of vexatious comments or conduct that is known or ought reasonably to have been known to be unwelcome, when such conduct or comment involves any of the following prohibited grounds of discrimination:

- race
- ancestry
- place of origin (includes accent)
- colour
- ethnic origin
- citizenship
- creed (religion)
- sex (includes pregnancy, breastfeeding and gender)
- sexual orientation
- age (in employment, 18 or over)
- marital status (includes same-sex partnership status)
- family status (parent-child relationship)
- disability
- record of offences – (in employment only, pardoned conviction, un-revoked under the Criminal Records Act)

Examples – Types of behaviour that may constitute harassment include, but are not limited to:

- jokes that by their nature are embarrassing or offensive
- insults related to someone's race, colour, citizenship, place of origin, ancestry, ethnic background or creed
- mimicking a person's accent or pronunciation or words
- name-calling or comments that ridicule individuals because of race-related characteristics or religious dress or practice
- displaying cartoons or pictures that degrade members of a particular racial group or religion

- intimidation related to one's race, religion, gender or sexual orientation
- stereotyping based on one of the grounds listed above
- distributing or posting religious material that promotes, proselytises or recruits (including by e-mail)
- leering (prolonged and intense staring)
- sexually suggestive or obscene comments or gestures
- unwelcome sexual flirtations or propositions, including from someone in a position to grant or deny a benefit, or someone who was in a consensual relationship with the target person
- unwanted and persistent gifts and/or requests for dates
- unwanted touching, kissing, pinching, patting, or stroking
- bragging about sexual prowess
- questions or discussions about sexual activities
- rating (person's attractiveness on scale of 1 to 10)
- reprisals or threat of reprisal (e.g., being fired for not promoted or receiving a bad grade) for rejecting a sexual solicitation or advance made by a person in a position to grant or deny a benefit
- "outing" or publicly disclosing that someone is gay, lesbian, transgendered, etc.
- any conduct which may lead to an unprofessional and inappropriate relationship with a student referenced as grooming behaviour (for example, as referenced in the *Professional Misconduct Related to Sexual Abuse and Sexual Misconduct, Professional Advisory, Ontario College of Teachers, September 27, 2002*).  
<http://www.oct.ca/resources/advisories/professional-misconduct-related-to-sexual-abuse-and-sexual-misconduct>
- conveying any of the above via electronic communications and / or social media may also constitute harassment.

### Poisoned Environment

Harassment can have a negative effect on, or poison, the workplace or school environment.

Examples:

- i) Someone puts up sexually offensive signs, pictures or cartoons in the office or school.
- ii) The manager or teacher makes negative remarks about people of a particular race, ethnicity or religion.

The comments or actions can still poison the environment for someone even if they are not made directly to that person or another employee or student. They do so by making it unpleasant to work or study in that place. The poisoned environment becomes an unequal condition of employment or receipt of a service (education), and therefore violates the right to be free from discrimination.

### Outside Harasser

The Peel Board recognizes that students and employees may be harassed by someone with a casual or infrequent connection to the Peel Board or by someone over whom the Peel Board may have no control. In such circumstances, the Peel Board nevertheless recognizes its responsibility to support and help the person who has been harassed. The Peel Board actively encourages anyone who has been targeted to report all incidents of harassment, regardless of who the alleged offender may be.



### Possible Criminal Activity

Please note that the following may also be in breach of the *Criminal Code* and should be reported to the police, in addition to reporting it to an administrator:

- displaying hate-based graffiti
- displaying pornography, including child pornography
- transmitting or storing electronic telecommunications that incite hatred and violence or that constitute pornography, including child pornography displaying symbols or emblems (including clothing) that suggest racial supremacy and incite hatred and violence
- stalking (persistently pursuing a particular individual although the advances are clearly unwelcome)
- sexual assault or threat of sexual assault
- "outing" or gay-bashing (hateful attacks of any form, based on the target's real or perceived sexual orientation)
- physical assault or threat of physical assault.

### Freedom from Reprisal or Threat of Reprisal

For the purposes of this Policy, "reprisal" means a negative action or failing to provide material, professional or personal support or opportunities because an individual has:

- 1) invoked this Policy (whether on behalf of oneself or another individual)
- 2) participated or co-operated in any inquiry under this Policy, or
- 3) associated with a person who has invoked this Policy or participated in its procedures.

Any reprisal or threat of reprisal is not acceptable. Any complaint of reprisal will be addressed consistently with the provisions of this Policy. Engaging in a reprisal (or threatening to do so) may result in disciplinary action, up to and including termination of employment or expulsion from school.

### Liabilities

Persons whose behaviour is deemed in violation of this Policy will be liable for their actions / behaviour and depending on the circumstances, may be charged criminally.

Under the Ontario Human Rights Code:

- Central decision-makers at the Board that know, or ought to have known of harassment or inappropriate comment or conduct may be liable if they did not address the issue.
- Employees with supervisory authority may be viewed as part of a corporation's "directing mind", if they function, or are seen to function as a representative of the organization itself.
- Persons who are not identified as supervisors *per se*, including members of the bargaining unit, may also be "directing minds" if they have supervisory authority or have significant responsibility for the guidance of employees.
- A corporation (e.g. the Board) is liable (responsible) for the actions of its officers, employees, or agents when they are acting in the course of their employment. This, however, does not excuse personal respondents (individuals) from liability.

## "DIRECTING MIND" Responsibilities

All supervisory officers, Trustees, principals, vice-principals, managers, supervisors and any other person who could be deemed to be a "directing mind" of the Peel Board have a positive obligation to report any breaches of the Policy of which they become aware (regardless of whether or not a complaint has been made / filed) to the appropriate resource person and to take all necessary steps to remedy the situation in accordance with the terms of this Policy, including but not limited to:

- a) intervening promptly when they become aware of improper or offensive conduct and involving the parties in resolving the problem; and,
- b) addressing any alleged discrimination / harassment of which they become aware whether or not a complaint has been made.

In addition, the Peel Board may exercise its right to proceed with a complaint, against the wishes of the complainant, to ensure compliance with this Policy.

## CONSEQUENCES - Remedial and Disciplinary Action

Individuals, regardless of status, seniority or tenure, influence or position, found to have engaged in conduct in violation of this Policy will be subject to appropriate consequences in accordance with the circumstances of the event, and within the parameters of any applicable legislation. Consequences *may* include, but are not limited to the following, either singularly or in combination depending on the individual circumstances:

- writing a letter of apology or regret
- attending appropriate sensitivity training
- restricted access to services provided by Peel Board
- restricted or barred access to Peel Board property
- receiving a letter of caution or expectation
- receiving a letter of discipline, with a copy to the Human Resources file
- suspension without pay
- termination of employment
- where applicable, being reported to the College of Teachers or other self-regulating professional colleges
- revocation or non-renewal of permit or privileges

Disciplinary or corrective measures may also be taken against the following: any supervisory officers, Trustees, managers, supervisors and any other person who could be deemed to be a "directing mind" of the Peel Board who is aware of a breach of this Policy and who fails to take corrective action; or anyone who interferes with the resolution of a complaint by threats, intimidation or retaliation.

## Confidentiality

The Peel District School Board understands that it may be difficult to come forward with a complaint under this Policy and recognizes a complainant's interest in keeping the matter confidential.

To protect the interest of the complainant, the person complained against and any others who may report incidents under this Policy, confidentiality will be maintained throughout the investigation process to the extent practicable and appropriate under the circumstances. Confidentiality is not the same as anonymity. The names of people involved in the investigation of a complaint *may* have to be divulged in order for the complaint process to proceed fairly.

The secure storage of all records of complaints – including notes from meetings, interviews, results of inquiries, and other relevant material – will be the responsibility of the Superintendent

of Human Resources Support Services. All records of complaints will be kept confidential by the Peel Board, except where disclosure is required by law or as a consequence of litigation, potential or actual or where necessary in order to effect a remedy.

The Peel District School Board through the Superintendent of Human Resources Support Services may assign, where appropriate, an internal or external designate to investigate written complaints filed under this Policy. The designate will make recommendations for resolution of the complaint to the Superintendent of Human Resources Support Services.

The designate shall have access to notes and records relevant to the matter at hand kept by any member of the administration relating to a specific complaint.

#### Appeal of Decision

Should either party to the complaint disagree with or be dissatisfied with the decision made by the Peel Board as a result of a written complaint filed under this Policy, a written request to appeal the decision may be made to the Associate Director of Instructional Support Services or, where applicable, to the Associate Director of Operational Support Services within 30 calendar days of the release of the decision. The written request must contain the grounds and / or reason for the appeal.

Approved March 25, 1969  
Revised February 22, 1973  
Revised October 9, 1973  
Revised December 1974  
Revised June 9, 1976  
Revised May 24, 1977  
Revised April 13, 1982  
Revised February 26, 1985  
Revised September 8, 1987

Revised April 9, 1991  
Revised October 8, 1996  
Revised August 26, 1997  
Revised January 1, 1998 (*to reflect change in Board name*)  
Revised April 11, 2000 (*replaces former Policy #17*)  
Revised February 25, 2003  
Approved January 8, 2008 (*replaces former Policy #17*)  
Approved January 26, 2010  
Approved November 26, 2013

**Policy # 56**

## **OCCUPATIONAL HEALTH AND SAFETY**

**Statement of Policy**

The Peel District School Board is committed to providing and maintaining safe and healthy environments conducive to learning and working for all. To improve student success and achievement, we must ensure that students and staff continue to feel safe, nurtured, welcomed, respected and included.

The Board will take every reasonable precaution to protect the health and safety of workers, students, volunteers, visitors and those performing contracted work on the Board's behalf. This shall be accomplished by ensuring that equipment, materials and protective equipment are maintained in good condition and by providing information, instruction and supervision to protect health and safety. The Board recognizes that the establishment and maintenance of joint health and safety committees plays an integral role in the realization of the goal to eliminate occupational illness and injuries.

The Occupational Health and Safety Policy and related policies and procedures reflect the Board's philosophies and framework, as outlined in *Report Card for Student Success*. *The policy is also aligned with and supports the expectations of the Board's equity and human rights policies, and the Safe Schools Policy to provide an environment free of negative factors including workplace violence and harassment.*

**Guiding Principles**

- Commitment to the maintenance of an Occupational Health and Safety Program that complies with the Ontario *Occupational Health and Safety Act* (OH&SA) and Regulations.
- Compliance with the applicable environmental, health and safety legislation that governs the operations of the Board and the development and continuous improvement of plans, practices and procedures relating to occupational health and safety.

**Responsibilities:**

The Board recognizes and endorses the Internal Responsibility System philosophy whereby all workplace parties participate in managing environmental, health and safety issues. The OH&SA defines responsibilities for the employer, being the Board and its agents; the supervisor, being those directing workers; workers, being those conducting the business of the workplace and the Joint Health and Safety Committees.

**Employer Responsibilities**

- (1) The Director of Education will assign responsibility for Occupational Health and Safety and will ensure that the Board's program is implemented and maintained.
- (2) Human Resources Support Services will be responsible for the inclusion of occupational health and safety in the performance evaluation at all levels of supervision.
- (3) Development of criteria and procedures for occupational health and safety matters and the administration of the procedures will be the responsibility of the Manager of Health,

Wellness and Safety. The Administrative Health and Safety Committee will provide input to this process. Procedures and criteria will be guided by the requirements of all relevant Federal, Provincial and Municipal Statutes governing Occupational Health and Safety.

- (4) Annual review of the Occupational Health and Safety Policy to ensure that the program is maintained and implemented.

#### Supervisor Responsibilities

Compliance with health and safety policies and procedures at the site level is the responsibility of the employee supervisor. Supervisors are responsible for receiving health and safety concerns, investigating the concerns and responding to findings and appropriate corrective actions.

#### Worker Responsibilities

Every worker has the responsibility for protecting their personal health and safety in the workplace and to contribute to the health and safety of their fellow employees. This shall be accomplished by each person approaching their work in accordance with the legislation and in keeping with the safe work practices, which have been established by the Board. Every employee shall be responsible to bring to the attention of the Board, through their Supervisor, the existence of any unsafe work practices and conditions.

#### Joint Health and Safety Committee Responsibilities

The Peel District School Board maintains two Joint Health and Safety Committees (JH&SC) under a multi-site agreement with the Ontario Ministry of Labour. These JH&SC's have the responsibilities under the OH&S Act which are detailed in each committee's Terms of Reference.

Approved September 11, 1990

Revised April 27, 1993

Revised July 25, 1995

Revised January 1, 1998 *(to reflect change in Board name)*

Revised April 11, 2000

Revised February 25, 2003

Reviewed December 2005

Approved June 8, 2010 *(replaces former Policy #56 – Environmental Health & Safety)*

**Policy # 74**

## ENVIRONMENTAL POLICY

**Statement of Policy**

The Peel District School Board is committed to delivering effective environmental education and modeling environmentally responsible practices by consistently considering the environmental impact of curriculum and operational decisions.

The Board encourages staff, students and the school community to advocate for and follow environmentally sustainable practices. As part of this commitment, the Board is dedicated to engaging youth through leadership opportunities and will nurture students' ability to affect positive change both locally and globally.

This policy is aligned with and supports the principles and expectations of the Board's Human Rights policy (Policy 51) and the Equity and Inclusive Education policy (Policy 54). At all times, this policy should be interpreted to be consistent with the Board's policies and the *Human Rights Code*.

**Guiding Principles**

It is expected that staff, students and Board departments will demonstrate a commitment to:

- purchasing locally grown food for use and sale in schools and other Board facilities
- establishing and maintaining relationships with vendors that share the Peel Board's commitment to environmental and social responsibility, and reviewing and revising, if necessary, existing purchasing policies/practices to ensure policy compliance
- base the design and construction of new facilities and renovations/additions to existing facilities on environmental principles, including sustainability and environmental impact
- integrating environmental and social responsibility in all areas of curriculum taught in Peel Board schools
- waste reduction through consistent recycling and resource management
- the use of environmentally and socially-friendly products
- energy and water conservation
- establishing outdoor green spaces at Board facilities
- encouraging and recognizing staff and student leadership in the area of environmental responsibility
- engaging with internal and external partners to further enhance environmental responsibility in the Peel Board

Through encouraging environmental responsibility, the Board will continue to foster a safe, welcoming, inclusive and respectful climate for learning and working.

Approved: April 28, 2009  
Reviewed: February 25, 2014

## **EVALUATION POLICIES AND PROCEDURES**

All evaluation procedures and criteria will be clearly specified in the course outline which is provided to candidates at the faculty level. Candidates will have the opportunity to assess their progress in each placement through their faculty instructor/advisor.

\* \* \* \* \*

## **OCCASIONAL TEACHING**

A teacher candidate in a placement setting is not entitled to stand in for a certified teacher with legal supervisory responsibilities for a classroom. Under no circumstances can a candidate serve in an occasional teacher role while completing his/her practice teaching placement.

The Peel District School Board is committed to hiring only qualified teachers in good standing with the Ontario College of Teachers as occasional teachers.

## E-MAIL GUIDELINES FOR STAFF INCLUDING STUDENT TEACHERS

The Peel District School Board recognizes that e-mail is a valuable communication tool that is widely used across our society. As a result, the board encourages staff and students to use e-mail to improve the efficiency and effectiveness of communication both within the organization and with the broader community.

### General

- Staff using e-mail to correspond with parents and students must adhere to the following:
  - i. The staff member should clearly set out the expectations for parents with respect to response times. (e.g. staff will respond to student and parent e-mail within 3 school days.)
  - ii. Staff who are corresponding with students or parents must use only the Board's e-mail system to receive or send e-mail.
  - iii. All e-mails to and from parents and students must be saved in an e-mail folder for a period of one year.
  - iv. E-mail must never be used to discuss contentious, emotional or highly confidential issues. These issues should be dealt with face-to-face or by phone.
  - v. As the employer the Board has the right to access and disclose the contents of staff e-mail messages as required by the Board's legal, audit and legitimate operational purposes. However, it is not the Board's regular practice to access staff e-mail and any such access must be authorized by the Superintendent of Human Resource Support Services.
  - vi. As staff are responsible for all e-mail sent from their account they should take care to protect access to the account by keeping their password secret and by logging off when they leave the workstation.
  - vii. E-mail messages to parents should be consistent with professional practices for other correspondence. This includes grammar, format and salutation.
  - viii. E-mail messages may be accessible under the Freedom of Information and Protection of Privacy Act.

**Note:** Staff participation is encouraged, but voluntary. Neither a student nor a parent can demand that a staff member correspond via e-mail. Similarly, a staff member cannot make e-mail the only option for communicating with parents.

### The following are acceptable staff member to parent e-mail communications:

- General information about class activities – curriculum, homework, tests, special events
- Arrange for meeting/telephone call regarding a student issue including a general description of the issue, e.g. "I would like to arrange a meeting to discuss your daughter's attendance."
- Follow-up on an issue that has previously been discussed.

### The following are unacceptable staff member to parent e-mail communications:

- Any discussion related to other students.
- Personal information about other students.
- Specifics about a sensitive student issue which was not initiated by the parent or had not previously been discussed with the parent, e.g. "I am concerned that your daughter failed the last 3 tests and was not at school again today."



- Any discussion related to other staff.
- Any discussion related to the staff member's performance.
- Any sensitive student information that would normally be discussed face-to-face or by phone, e.g. "I am concerned that your daughter may have a learning disability."

**The following is acceptable staff member to student e-mail communications:**

- Discussions specifically related to class activities - curriculum, homework, tests, special events

**The following is unacceptable staff member to student e-mail communications:**

- Any discussion related to other students.
- Personal information about other students.
- Discussion about personal life of staff member or student (home life, vacations, relationships).
- Sensitive information regarding the student's performance.

## Confidentiality Agreement for Students on Placement

2018 – 2019 School Year

Name: \_\_\_\_\_ (print name)

Peel District School Board Location(s): \_\_\_\_\_

As a student on placement with the Peel District School Board, and potentially being exposed to confidential information as any part of my duties with the Board, I understand and acknowledge my obligation to protect the confidentiality of the information with which I may come in contact, as per this Agreement and the Board's policies and procedures. I acknowledge my duties also include compliance with the standards of my profession and regulatory college where applicable.

I further acknowledge that I:

- will not transmit, communicate, review or change any confidential information without authorization;
- will not misuse or be careless with confidential information;
- will maintain the secrecy of confidential information even if I am no longer a student on placement with the Board;
- know that my access to confidential information may be audited;
- will tell my supervisor if I think there might have been a confidentiality breach;
- know that confidential information I learn in the course of my duties with the Board does not belong to me;
- know that the Board may take away my access to confidential information at any time;
- will protect the privacy of Board employees, students, parents/guardians and trustees;
- am responsible for my use or misuse of confidential information;
- will abide by applicable laws, policies and procedures with respect to access, use, retention or disclosure of confidential information; and
- will follow control procedures and take reasonable measures to protect the confidential information with which I have been given access

☐ I agree to conform to the above statements

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The completed form can be scanned and emailed to [crc@peelsb.com](mailto:crc@peelsb.com)  
or faxed to 905-366-0013.

## WSIB DECLARATION FOR STUDENTS ON UNPAID WORK PLACEMENTS

This will confirm Peel District School Board has WSIB coverage. Peel board agrees to immediately report any workplace related injury or disease to the student's college or university and complete a Postsecondary Student Unpaid Work Placement Workplace Insurance Claim Form

<http://www.forms.ssb.gov.on.ca/mbs/ssb/forms/ssbforms.nsf/FormDetail?OpenForm&CT=RDR&TAB=PROFILE&SRCH=&ENV=WWE&TIT=1352&NO=022-13-1352E>

Students returning to work after illness or injury: The board will work with the student's college or university to review the student's restrictions, and, where possible, modify the placement as required in order to accommodate the student's safe and timely return to the placement.

It is the responsibility of the student to ensure they have completed the Ministry of Labour's general worker awareness training webinar/video at <https://www.labour.gov.on.ca/english/hs/elearn/worker/index.php>. In addition, the placement site has provided the student with a Safety Orientation and appropriate training to protect the student from specific health and safety hazards that may be encountered at the placement site, including evacuation/lockdown procedures.

Upon confirmation of placement, a representative from Human Resources provided the college or university placement coordinator with a copy of the Student Teacher Handbook for distribution to the student(s). The following policies are included in the handbook:

- Equity and Inclusive Education
- Safe Schools
- Human Rights
- Occupations Health and Safety
- Environmental Policy

Student Name: \_\_\_\_\_

College or University: \_\_\_\_\_

Placement Site: \_\_\_\_\_

Peel board representative: \_\_\_\_\_  
(print name and title)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_