



**Office of the Director**

Jim McCuaig Education Centre  
2135 Sills Street Thunder Bay ON P7E 5T2  
Telephone (807) 625-5131 Fax (807) 622-0961

**STANDING COMMITTEE**  
**Tuesday, September 8, 2015**  
**Jim McCuaig Education Centre**

Ian MacRae  
Director of Education

George Saarinen  
Chair

**AGENDA**

**PUBLIC SESSION**  
**7:30 P.M. – in the Board Room**

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE - Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)</b>		
6. Delegations/Presentations		
6.1 Introduction of Newly Appointed Leaders - Lana Deacon - Jack Ludwig - Nicholas Sacevich	Superintendents	Verbal
7. Confirmation of Minutes		
7.1 Standing Committee Meeting - June 9, 2015	G. Saarinen	1-4
8. Business Arising from the Minutes		

Trustees (Chair and Vice-Chair) and presenters of reports will be available  
for comment after the Board Meeting.

**LAKEHEAD DISTRICT SCHOOL BOARD**

		<u>Resource Person</u>	<u>Pages</u>
<b><u>MATTERS NOT REQUIRING A DECISION</u></b>			
9.	Information Reports		
9.1	Report on the Activities of the 2014-2015 Supervised Alternative Learning (SAL) Committee (074-15)	C. Kappel	5-6
9.2	Special Education Advisory Committee Meeting Minutes - May 20, 2015	C. Kappel	7-11
9.3	Aboriginal Education Advisory Committee Meeting Minutes - May 14, 2015	S. Pharand	12-15
9.4	2015-2016 Order of Policies for Review (073-15)	I. MacRae	16-17
9.5	Parent Involvement Committee Meeting Minutes - May 4, 2015	I. MacRae	18-19

10. First Reports

**MATTERS FOR DECISION:**

11.	Postponed Reports		
11.1	Postponement from the Standing Committee - Policy Review - 3094 Electronic Meetings (053-15) (072-15)	G. Saarinen	20-22
	<i>It is recommended that Lakehead District School Board approve 3094 Electronic Meetings, Appendix A to Report No. 072-15.</i>		
12.	Ad Hoc and Special Committee Reports		
13.	New Reports		
13.1	Policy Review – 8070 Safe Schools System Expectations (075-15)	C. Kappel	23-106
	<i>It is recommended that Lakehead District School Board approve 8070 Safe Schools System Expectations Policy, Appendix A to Report No. 075-15.</i>		

Trustees (Chair and Vice-Chair) and presenters of reports will be available  
for comment after the Board Meeting.

**LAKEHEAD DISTRICT SCHOOL BOARD**

Resource  
Person

Pages

- 14. New Business
- 15. Notices of Motion
- 16. Information and Inquiries
- 17. Adjournment

Trustees (Chair and Vice-Chair) and presenters of reports will be available  
for comment after the Board Meeting.

**LAKEHEAD DISTRICT SCHOOL BOARD**



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**STANDING COMMITTEE**  
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**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**  
**6:30 P.M. – in the Sibley Room**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - June 9, 2015	G. Saarinen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations Update	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

Trustees (Chair and Vice-Chair) and presenters of reports will be available  
for comment after the Board Meeting.

**LAKEHEAD DISTRICT SCHOOL BOARD**

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF STANDING COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2015 JUN 9  
7:30 p.m.

**TRUSTEES PRESENT:**

George Saarinen (Chair)  
Marg Arnone  
Ellen Chambers  
Deborah Massaro

Jack Playford  
Trudy Tuchenhausen  
Karen Wilson

**TRUSTEES ABSENT, WITH REGRET:**

Ron Oikonen  
Hannah Smith (Student Trustee)

**SENIOR ADMINISTRATION:**

Sherri-Lynne Pharand, Acting Director of Education  
David Wright, Superintendent of Business

**FEDERATION/UNION REPRESENTATIVES:**

Kirsti Alaksa, Managers

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Massaro

Seconded by Trustee Tuchenhausen

*"THAT the Agenda for Standing Committee Meeting, June 9, 2015 be approved."*

**CARRIED**

2. **Resolve into Committee of the Whole – Closed Session**

Moved by Trustee Playford

Seconded by Trustee Wilson

*"THAT we resolve into Committee of the Whole – Closed Session with Trustee Saarinen in the Chair to consider the following:*

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *May 12, 2015*
- *Negotiations Update*

*and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”*

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4. Confirmation of Minutes

Moved by Trustee Tuchenhagen

Seconded by Trustee Wilson

*“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, May 12, 2015.”*

CARRIED

5. Health and Safety Program Semi-Annual Report (056-15)

David Wright, Superintendent of Business, introduced Kyle Ulvang, Health and Safety Officer, who presented the report. All Trustees’ questions were addressed.

MATTERS FOR DECISION:

6. Policy Review – 7090 Accommodation in the Workplace (058-15)

Moved by Trustee Playford

Seconded by Trustee Wilson

*“THAT Lakehead District School Board revoke 7090 Accommodation in the Workplace Policy and Procedures (Appendix A) as outlined in Report No. 058-15.”*

CARRIED

7. Policy Review – 6010 Emergency Evacuation and School Closure (062-15)

Moved by Trustee Wilson

Seconded by Trustee Massaro

*“THAT Lakehead District School Board:*

1. *Approve 6010 Emergency Evacuation and Emergency School Closure Policy, Appendix A to Report No. 062-15; and*
2. *The policy and procedures be implemented for the 2015-2016 school year.”*

CARRIED

8. Approval of Appointments to the Supervised Alternative Learning (SAL) Committee 2015-2016 (057-15)

Moved by Trustee Massaro

Seconded by Trustee Playford

*“THAT Lakehead District School Board approve the following appointments to the Supervised Alternative Learning (SAL) Committee for the 2015-2016 school year:*

1. *Colleen Kappel, Superintendent of Education;*
2. *Kendra Perry, Service Delivery Manager of YES Employment Services, as member; and*
3. *Wendy Koehler, Executive Assistant of YES Employment Services, as alternate member.”*

CARRIED

9. 2015 to 2023 Policy Review Schedule (040-15)

Moved by Trustee Tuchenhausen

Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve the 2015 to 2023 Policy Review Schedule, Appendix A to Report No. 040-15.”*

CARRIED

10. Policy Review – 3094 Electronic Meetings (053-15)

Trustees, by consensus, agreed to strike the word “approve” and insert the word “postpone” and insert the words “to the September 2015 Standing Committee Meeting.” after the words “Report No. 053-15”

Moved by Trustee Arnone

Seconded by Trustee Wilson

*“THAT Lakehead District School Board postpone 3094 Electronic Meetings Policy, Appendix A to Report No. 053-15 to the September 2015 Standing Committee Meeting.”*

CARRIED

11. Multi-Year Strategic Plan 2015-2018 (067-15)

Moved by Trustee Arnone

Seconded by Trustee Tuchenhausen

*“THAT Lakehead District School Board approve the 2015-2018 Strategic Plan attached as Appendix A to Report No. 067-15.”*

CARRIED

12. Information and Inquiries

- 12.1 Trustee Arnone reported that Lakehead District School Board’s Special Education Advisory Committee (SEAC) received a certificate, from The Honourable Liz Sandals, Minister of Education, for the exemplary commitment

SEAC has shown in improving programs and services for students with special education needs.

- 12.2 Trustee Playford reported that he and Colleen Kappel, Superintendent of Education, attended the Westgate Collegiate & Vocational Institute Commencement at the Thunder Bay Community Auditorium on June 8.
- 12.3 Trustee Arnone reported that she attended Sir Winston Churchill Collegiate and Vocational Institute and Westgate Collegiate and Vocational Institute's production of *Bring it on – The Musical* on June 4.
- 12.4 Trustee Chambers reported that she, Trustees, and Senior Administration attended the Thunder Pride Anti-Homophobia Awareness Breakfast on June 8.

13. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Wilson

*"THAT we do now adjourn at 9:06 p.m."*

CARRIED



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2015 SEP 08  
Report No. 074-15

TO THE CHAIR AND MEMBERS OF THE  
STANDING COMMITTEE – Public Session

RE: REPORT ON THE ACTIVITIES OF THE 2014-2015 SUPERVISED ALTERNATIVE  
LEARNING (SAL) COMMITTEE

1. Background

- 1.1 In accordance with the Education Act of Ontario Regulation 374/10, the Board shall establish a Supervised Alternative Learning (SAL) Committee.
- 1.2 The role of the SAL Committee is to accept and consider applications from parents/guardians of compulsory secondary school age children, who are at least fourteen (14) years of age, and who wish to be excused from either full time or part time attendance at school. Where such applications are approved, the SAL Committee, in consultation with a representative(s) from the student's home school, and the student's parent/guardian, determines an alternative learning program directed towards the student's needs and interests.
- 1.3 During the 2014-2015 school year, members of the committee included:
- Trustee Jack Playford;
  - Trustee Alternate Marg Arnone;
  - Colleen Kappel, Superintendent of Education;
  - Jeff Upton, Education Officer;
  - Kendra Perry and Wendy Kohler representing YES Employment Services as external and alternate members.

2. Situation

- 2.1 Twelve SAL meetings were held during the 2014-2015 school year. Ninety four applications were considered. Seventy five were approved. Of these, forty seven went on to participate in a community based program incorporating both academics and work place readiness in partnership with YES Employment Services.
- 2.2 Thirty eight applications were received for fourteen and fifteen year old students, including 25 females and 13 males. Fifty six applications received were for sixteen and seventeen year old students (27 females and 29 males).

2014-2015 Academic Year

Gender	14 & 15 Year Old Students	16 & 17 Year Old Students
Females	25	27
Males	13	29
Total	38	56

Snapshot of previous years for considered SAL applications:

YEAR	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Applications	40	65	77	112	88	94

- 2.3 The types of SAL programs approved for students are indicated in the chart below. The total number is not a reflection of individual students but rather the fact that students' programs could include a number of areas. (i.e. a student who was working may have also been gaining volunteer hours at the same time.)

	FT&PT EMPLOY INDEP	HOME STUDY	PART TIME SCHOOL	VOLUNTEER	COUNSELLING	CERTIFICATIONS	SAL YES
2014/15	16	0	75	6	36	36	47
2013/14	30	0	55	20	22	7	35

\*\* "OTHER" category may include community-based programs such as counseling and private educational programs.

#### 2.4 SAL YES Specifics

Credit Count	Semester 1	Semester 2	Totals
Academic	27	63	90
Co-op	9	32	41
Totals	36	95	131

#### 2.5 SAL Specifics (28 students)

Credits	Employment PT	Volunteer	Counselling	Other Workshops	Other
15.5	2	3	14	3	3

### 3. Conclusion

The Board's Supervised Alternative Learning Committee will continue to monitor and seek to understand students' needs for alternative learning experiences and counseling, while ensuring that students are placed in a program which will afford them success during this transitional period. Connection to the home school is vital during a student's enrolment in the SAL program.

Respectfully submitted,

JEFF UPTON  
Education Officer

COLLEEN KAPPEL  
Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD DISTRICT SCHOOL BOARD  
**SPECIAL EDUCATION ADVISORY COMMITTEE**

Jim McCuaig Education Centre  
Thunder Bay, Ontario

2015 MAY 20

**MEMBERS PRESENT:**

Laura Sylvestre (Chair)  
Trustee Marg Arnone  
Renata Dabrowski

Mike Otway  
Liz Tod  
Trustee Trudy Tuchenhausen

**ABSENT WITH REGRET:**

Jennifer Bean Anderson  
Theresa Graham  
Judy Kay  
David Fulton

**OTHERS PRESENT:**

Colleen Kappel

**ABSENT:**

Kelly Hicks  
Sheila Marcinyshyn

1. **Call to Order**

Laura Sylvestre, Chair of SEAC, called the meeting to order. As quorum was not present, information items would be addressed.

2. **Introductions**

Laura Sylvestre, Chair of SEAC, welcomed new member, Renata Dabrowski, representing Lutheran Community Care Centre. Everyone introduced themselves.

3. **Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. **Presentation – Special Education Plan**

As Lori Carson, Special Education Officer, was absent, this item was deferred to the next meeting.

## 5. Quorum

With the arrival of Mike Otway, quorum was achieved.

6. Approval of Agenda

Laura Sylvestre, Chair of SEAC, requested an addition to the agenda, item number 9.5 “Update From MACSE”.

Moved by Trustee Marg Arnone      Seconded by Trustee Trudy Tuchenhausen

*"THAT the agenda for the May 20, 2015 SEAC meeting be approved."*

CARREID

## 7. Approval of Minutes

Moved by Renata Dabrowski                      Seconded by Mike Otway

*“THAT the minutes of the April 15, 2015 SEAC meeting be approved.”*

CARRIED

8. Business Arising From The Minutes

### 8.1 Mental Health Information Session, April 15, 2015

Laura Sylvestre, Chair of SEAC, shared the feedback of the event. Colleen Kappel, Superintendent of Education, indicated as the event was recorded, when the presentation is posted on the website, members will be notified.

## 8.2 SEAC Provincial Conference – May 2, 2015

Laura Sylvestre, Chair of SEAC, provided information on the SEAC Provincial Conference that she, Colleen Kappel, and Martha Mawakeesic attended in Toronto on May 2, 2015. There were over 300 people in attendance. Laura shared a certificate from the Government of Ontario and Premier Kathleen Wynne, signed by the Honourable Liz Sandals, Minister of Education, presented to Lakehead District School Board SEAC “for the exemplary commitment it has shown in improving programs and services for students with special education needs”.

### 8.3 Special Needs Strategy

Colleen Kappel, Superintendent of Education, shared a survey from the local Special Needs Strategy Committee. It was decided that members would complete the online survey. The survey link will be forwarded to all SEAC members via email.

9. Correspondence

Laura Sylvestre, Chair of SEAC, highlighted a letter received from MPP Michael Gravelle in regards to correspondence that was sent from SEAC to OPSBA and the Minister of Education.

The correspondence folder was circulated to members for their perusal.

10. Advocacy Tracking

The Advocacy Tracking template was forwarded to members for completion.

11. SEAC/PIC Join Orientation Event – September 2015

Laura Sylvestre, Chair of SEAC, inquired if SEAC members would be interested in organizing a joint Orientation event with the Parent Involvement Committee (PIC) to take place in September 2015. Laura indicated that PIC has funds available to assist with the event. An Ad Hoc Committee, comprised of SEAC and PIC members, could be established to organize the event. Members, by consensus, agreed to proceed. An email will be sent to SEAC members to recruit members for the Ad Hoc Committee.

12. SEAC Poster and Bookmark – Update

The final draft of the new SEAC poster and bookmark were shown to members on the SMART Board. Members requested that the documents be reviewed by the Aboriginal Community Liaison Officer and the Aboriginal Education Resource Teacher prior to going to print.

13. Review 2014-2015 SEAC Work Plan

The 2014-2015 SEAC Work Plan was revised by members. It was noted that all goals were achieved for the year. The 2015-2016 Work Plan will be drafted at the June 17, 2015 SEAC meeting.

14. Parent Involvement Committee SEAC Member & Alternate For Next Term

Laura Sylvestre, Chair of SEAC, shared correspondence from the Parent Involvement Committee (PIC) requesting nominations for a member and alternate member from SEAC on PIC. Laura Sylvestre, agreed to have her name stand as member, and Mike Otway agreed to have his name stand as alternate member for the next term effective November 15, 2015 to November 14, 2016. Members, by consensus, agreed to the nominations.

15. Update from MACSE

Colleen Kappel, Superintendent of Education, shared information from the Minister's Advisory Council on Special Education (MACSE). MACSE is requesting targeted feedback to support discussion at their next meeting. Feedback was shared by members on successful practices; challenges/issues; possible solutions/future directions and any other areas. Feedback will be sent to

MACSE by the deadline of June 1, 2015 for their next meeting which will take place on June 10-11, 2015. During discussion Renata Dabrowski, Lutheran Community Care Centre representative indicated she will share information regarding Transitions at the next meeting. Colleen Kappel, Superintendent of Education, shared information on the FASD Strategy Roundtable discussions that took place in Thunder Bay. Renata Dabrowski, Lutheran Community Care Centre representative, inquired if there are any supports in place for Mental Health. Superintendent Kappel indicated she would bring to the June 17, 2015 SEAC meeting, information from the Mental Health Board Report for members to review.

16. Information/Inquiries & Association Reports

16.1 Mike Otway, VOICE representative, inquired about the letter from Greater Essex County District School Board regarding Regulation 274 and basing teacher hiring primarily on seniority. Colleen Kappel, Superintendent of Education, responded to the inquiry regarding the process of teacher hiring at Lakehead District School Board.

16.2 Mike Otway, VOICE representative, shared information on a VOICE social for retiring hearing itinerant teacher Kathy Jenkins. The event will take place at This Old Barn in Murillo on Sunday, May 24, 2015 at 2 p.m.

17. Status of 2014-2015 SEAC Budget

Laura Sylvestre, Chair of SEAC, shared the status of the 2014-2015 SEAC budget.

18. Policy Review

Colleen Kappel, Superintendent of Education, noted that the Safe Schools System Expectations policy will be released for review on May 29, 2015, with input due by June 26, 2015. SEAC may wish to provide feedback to the policy at the June 17, 2015 meeting.

19. Board Update

Trustee Marg Arnone provided information on the following Board Meetings:

April 28, 2015 Regular Board Meeting

Reports addressed at this meeting included:

- Student Trustee Hannah Smith, returning for a second term;
- Five Mile Public School – Our Math Journey;
- Student Success;
- Approval of French Immersion Policy Review; and
- Approval of Appointment of Renata Dabrowski to SEAC.

May 12, 2015 Standing Committee Meeting

Reports addressed at this meeting included:

- Operational Plan 2014-2015 Facilities Update;
- International Student Program;
- Policy Reviews of the following policies: Privacy Information Management, Safe Schools System Expectations, School Accommodation, Facility Partnership, and Emergency Evacuation and School Closure.

20. Adjournment

Moved by Mike Otway

Seconded by Renata Dabrowski

*“THAT we do now adjourn at 7:10 p.m.”*

CARRIED



## ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

**DATE:** Thursday, May 14, 2015, Board Room, Education Centre

**MEMBERS PRESENT:** Pauline Fontaine, Sharon Kanutski, Sylvia O'Meara, Sherri-Lynne Pharand, Dolores Wawia, Beverley White-Kokeza, Katrina Fiddler, Lawrence Baxter, Kathy Beardy, Cathy Ferrazzo, Suzanne Tardif, Anika Guthrie

**ALTERNATES PRESENT:** Trustee George Saarinen

**ABSENT WITH REGRET:** Trustee Ellen Chambers, Senator Robert McKay, Serena Essex, Mike Judge, Trustee Marg Arnone, Elliott Cromarty, Isabelle Mercier, Donnalee Morettin, Fay Zoccole, Robin Haliuk,

**RESOURCE:** Dr. Amy Farrell-Morneau, Nicole Walter Rowan, Jason Pilot

**GUESTS:** Anna Marie Kakegamic, Judy Kokis, Pat Johansen, and Eric Frederickson

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	<ul style="list-style-type: none"><li>Sherri-Lynne Pharand called the meeting to order and called upon Dolores Wawia to conduct the opening.</li></ul>	Dolores Wawia
2.	Welcome and Introductions	<ul style="list-style-type: none"><li>Sherri-Lynne welcomed everyone, including guests Anna Marie Kakegamic, Judy Kokis and Pat Johansen to the meeting and thanked Dolores Wawia for the opening. Regrets and substitutions were noted and the attendance sheet was circulated.</li></ul>	
3.	Agenda/Minutes		
	3.1 Approval of Agenda – May 14, 2015	Moved by Pauline Fontaine, seconded by Sylvia O'Meara, that the agenda for the May 14, 2015 meeting be approved. <b>Carried.</b>	
	3.2 Approval of Minutes – March 26, 2015	Moved by Sharon Kanutski, seconded by Pauline Fontaine, that the minutes of the March 26, 2015 meeting be approved. <b>Carried.</b>	



	AGENDA ITEM	DISCUSSION	ACTION
4.	Correspondence	<ul style="list-style-type: none"> <li>The correspondence file was circulated. Sherri-Lynne highlighted the International Students Report (050-15) included in May 12, 2015 Standing Committee minutes.</li> </ul>	
5.	Presentations		
	5.1 FNMI Collaborative Inquiry – Eric Fredrickson and Jason Pilot	<ul style="list-style-type: none"> <li>Eric Fredrickson explained that the primary goal of the First Nations, Métis, and Inuit (FNMI) Collaborative Inquiry project was to improve student achievement and well-being amongst First Nations, Métis, and Inuit students. The video included clips from all the secondary schools and two elementary schools. All questions were addressed.</li> <li>The Ministry of Education (Toronto) requested permission to use the video for training purposes.</li> <li>Katrina Fiddler spoke from a student's perspective about the mentorship program at Hammarskjold High School and its impact.</li> <li>Sherri-Lynne thanked those involved in this project and noted that this is a true partnership.</li> </ul>	
6.	Business Arising From the Minutes		
	6.1 Work Plan	<ul style="list-style-type: none"> <li>Amy revised the work plan as requested. The new format was well received. All questions were addressed.</li> </ul> <p>Moved by Sylvia O'Meara, and seconded by Beverly White-Kokeza, that the revised 2014-2015 AEAC Work Plan be approved.  <b>Carried.</b></p>	Amy to update the First People's Resource Collection (FPRC) on the website.
	6.2 PIC Funding	<ul style="list-style-type: none"> <li>The final revision of the Magnet was presented and reviewed by the committee. The following changes were made: <ul style="list-style-type: none"> <li>Insert "Aboriginal Education Advisory Committee" <b>before</b> Special Education Advisory Committee; and</li> <li>time to call will read: Call weekdays 8:30 – 4:30 <b>EST</b> or leave a message after hours.</li> </ul> </li> <li>400 Magnets have been ordered - (\$596 + 77.48 HST = \$673.48).</li> <li>It was suggested that we do some promotion in the communities via radio, Facebook, Skype and LDSB's website. Other suggestions for distribution were discussed.</li> </ul>	

	AGENDA ITEM	DISCUSSION	ACTION
	6.3 AYARA Award	<ul style="list-style-type: none"> <li>Katrina Fiddler received an Aboriginal Youth Achievement &amp; Recognition Award for Community Leadership. This is her third AYAR award.</li> </ul>	
	6.4 Wording on LDSB answering machine	<ul style="list-style-type: none"> <li>Sherri-Lynne presented the 'after hours' phone script and requested feedback.</li> <li>All input will be sent to the Communications Officer for consideration.</li> </ul>	Sherri-Lynne Pharand
	6.5 Native Language Program in south side school/ Grant for transportation for Native Languages	<ul style="list-style-type: none"> <li>Sherri-Lynne explained the transportation policy re: funding for French but not for Native Language courses. The Committee will consider drafting a letter from AEAC to the Ministry asking for funding for transportation.</li> <li>It was noted that 20% of our students are Aboriginal (20% of 10,000 students)</li> <li>It was suggested that Kathy Beardy bring this issue to NAN.</li> </ul>	K. Beardy
	6.6 Awards	<ul style="list-style-type: none"> <li>The Committee unanimously agreed to submit Katrina Fiddler and Sharon Kanutski's names for Trustee Character Award.</li> </ul>	Amy Farrell
7.	New Business		
	7.1 AEAC Meetings for 2015-16	<ul style="list-style-type: none"> <li>The proposed calendar for 2015-16 AEAC Meetings was discussed and will be distributed.</li> </ul> <p>Moved by Trustee Saarinen, and seconded by Sylvia O'Meara, that the 2015-16 AEAC Meetings schedule be approved. <b>Carried</b></p>	Brenda Barradell
8.	Ongoing Business		
	8.1 Updates	<p>Amy Farrell-Morneau provided updates on the following:</p> <ul style="list-style-type: none"> <li>Cultural Sensitivity Training – all teaching and non-teaching staff must take this training ever 2 years – the alternate years are for catching up with those who couldn't attend for whatever reason. Success is measured through feed-back forms which identify what information would be helpful in the future and staff also rate the</li> </ul>	

	AGENDA ITEM	DISCUSSION	ACTION
		<p>sessions. Attendance is tracked. AEAC saw the training before it went out and also take part in the training.</p> <ul style="list-style-type: none"> <li>• Sachigo Trip – Amy and Rachelle Pelletier (Tutor from Superior CVI) visited Sachigo on April 28. They spoke to staff and students and had good discussions on how to support students and their options when they come to school in Thunder Bay.</li> <li>• National Aboriginal Day's theme this year is "Honouring Our Men". It is being held at the Pow Wow Grounds on Mount McKay. June 20 is entertainment only; June 21 is the Pow Wow and some entertainment and Monday, June 22 is Education Day at the LU Soccer Field (next to the J. Saunders Fieldhouse.</li> <li>• Aboriginal Educational Initiatives – A small group of community members (including Lawrence Baxter and Kathy Beady) will be meeting on Tuesday, May 19 re: Connecting Anishinabee and Western Ways of Knowing Mathematics. This is a follow-up to previous group meetings on this topic.</li> </ul>	Brenda will send invitation to AEAC members and trustees
9.	Information and Inquiries		
	9.1 Wild Rice Project	<ul style="list-style-type: none"> <li>• Jason Pilot explained his idea of connecting science and math through a Wild Rice Project. Next year the board to undertake a long term scientific study at Kingfisher Lake and Fort William Historical Park where students can grow wild rice (to study - not to sell). They will be looking for information on climate change; how to collect rice the traditional way, etc. Dr. Peter Lee (a professor doing research at LU) will assist with collecting data for the scientific study. Jason explained that they are pursuing all avenues for funding including Ducks Unlimited and the Ministry of Agriculture. Grade 9/10 applied math/science classes would be involved in the project which applies learning through a scientific study.</li> </ul>	Jason agreed to keep AEAC apprised of progress on this project.
10.	Closing Ceremonies	Sylvia O'Meara was asked to close the meeting.	
11.	Next Meeting:	Thursday, June 11, 2015.	
12.	Adjournment:	The meeting adjourned at 12:00 p.m.	

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2015 SEPT 08  
Report No. 073-15

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: 2015-2016 ORDER OF POLICIES FOR REVIEW

1. Background

1.1 On June 23, 2015, the Board approved the Policy Review Schedule 2015 to 2023.

1.2 Section 4.4.1 of the Policy Development and Review Policy 2010 states “A specified review date will be established for all policies.”

2. Situation

The 2015-2016 order of policies for review, as developed by Director’s Council, is attached.

Respectfully submitted,

IAN MACRAE  
Director of Education

<b>ORDER OF POLICIES FOR DEVELOPMENT AND REVIEW</b> <b>September 2015 to June 2016</b>					
<b>Draft Policy to Constituents</b>	<b>Policy Input Due Date</b>	<b>Standing Committee Meeting</b>	<b>Policy #</b>	<b>Name of Policy</b>	<b>Superintendent</b>
September 23	October 28	November 10	8013 8040	Visitation in the Schools Trespass to Schools	C. Kappel C. Kappel
November 4	December 9	January 12	3061 3091	Reclamation of Properties Security	D. Wright D. Wright
December 9	January 27	February 9	3072	Advocacy	I. MacRae
January 20	February 24	March 8	6020 6021	Extended Field Trip Day Field Trip	C. Kappel C. Kappel
February 17	March 30	April 12	7011 7040	Teacher Performance Appraisal Violence in the Workplace	D. Wright D. Wright
March 23	April 27	May 10	3026 8050	Budget Variance Naming and Opening of New or Consolidated Schools	D. Wright I. MacRae
April 27	June 1	June 14	4040	French Immersion	S. Pharand

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF PARENT INVOLVEMENT COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2015 MAY 04  
6:30 p.m.

**MEMBERS PRESENT:**

Laura Sylvestre (Chair)  
Marg Arnone  
Jennifer DeFranceschi

Dave Isherwood  
Ian MacRae  
Jesse Roberts

**RESOURCE:**

Judy Hill, Executive Assistant  
Bruce Nugent, Communications Officer

**MEMBERS ABSENT, WITH REGRET:**

Susie Splett (Chair)  
Jennifer Davis  
Danica Gernat  
Laura Prodanyk  
Harbinder Singh Hayer  
Varinder Singh Hayer  
Suzanne Tardif  
Nicole Walter Rowan

1. **Call to Order, Welcome and Introductions**

Laura Sylvestre, Chair, called the meeting to order and welcomed those in attendance.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. **Approval of Agenda**

The agenda was approved by consensus.

4. **Director's Report**

Ian MacRae, Director of Education, highlighted recent reports to the Board on Student Achievement and Mental Health updates. A number of policies will be going out for stakeholder input.

Director MacRae reported that there is a current balance of \$10,670 in the PIC budget.

5. **Confirmation of Minutes – March 2, 2015**

The minutes were confirmed by consensus.

6. PIC Communications Ad Hoc Committee

Laura Sylvestre, Chair, reported that PIC members attending future events will have ID tags. It was suggested to have magnets made with PIC information and input will be solicited from members at the next meeting. There was discussion on a Fall PIC event. It was suggested to partner with SEAC for this event and to bring in a keynote speaker. Laura will address this item at the next SEAC agenda planning meeting and report back at the June 15, 2015 PIC meeting.

7. 2014-2015 PIC Budget Carry Forward

Due to a lack of quorum, this item was deferred to the June 15, 2015 PIC meeting.

8. PIC By-Law Review Ad Hoc Committee

A review of PIC By-Laws is required prior to September 15, 2015. Laura asked for volunteers to sit on an Ad Hoc committee to review the current By-Laws. Jesse Roberts volunteered to be on the committee. Judy will send an email to PIC members to seek volunteers.

9. Aboriginal Education Advisory Committee Report

Due to the absence of Suzanne Tardif, this report will be deferred to the June 15, 2015 meeting.

10. Special Education Advisory Committee (SEAC) Report

Laura Sylvestre, Chair of SEAC, provided an update from the April 15 SEAC meeting. A brief update was provided on the Caring for your Children Caring for Yourself presentation hosted by SEAC at the Oliver Road Community Centre on April 15. Laura thanked Jesse Roberts and Susie Splett for helping out at the event. Laura also provided an update on the Special Education Provincial Conference held in Toronto on May 2. Colleen Kappel, Superintendent of Education, and Laura, presented a workshop at the conference on Engaging Parents – Our Collective Journeys. The next SEAC meeting will be held on May 20.

11. PIC Budget Deputation

Laura reported that Susie Splett presented the PIC Budget Deputation to the Board on April 7.

12. Next Meeting

The next meeting will be held on Monday, June 15, 2015 at 6:30 p.m. The Ontario College of Teachers will be making a presentation to PIC and Trustees on an overview of the work and mandate of the College.

13. Adjournment

The meeting adjourned at 6:50 p.m.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2015 SEP 8  
Report No. 072-15

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: POSTPONEMENT FROM THE STANDING COMMITTEE - POLICY REVIEW –  
3094 ELECTRONIC MEETINGS (053-15)

Background

The following report was postponed at the Standing Committee Meeting of June 9, 2015 to the September 8, 2015 Standing Committee Meeting. The recommendation is as follows:

**RECOMMENDATION:**

It is recommended that Lakehead District School Board approve 3094 Electronic Meetings, Appendix A to Report No. 072-15.

Respectfully submitted,

GEORGE SAARINEN  
Chair



**September 8, 2015 - DRAFT**

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**ELECTRONIC MEETINGS POLICY****3094**

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1. Rationale

Ontario Regulation 268/06 Section 2(1) requires:

*Every district school board shall develop and implement a policy providing for the use of electronic means for the holding of meetings of a board and meetings of a committee of a board, including a committee of the whole board.*

2. The Policy

It is the policy of Lakehead District School Board that trustee and student trustee who participate in a meeting through electronic means in accordance with Ontario Regulation 268/06 of the Education Act shall be deemed to be present at the meeting.

3. Guidelines

- 3.1 No later than 24 hours prior to a meeting, the Secretary of the Board shall be notified of a trustee's or Student trustee's requirements for electronic communication at the meeting.
- 3.2 Trustees and the student trustee shall have copies of the meeting agenda and package while participating electronically.
- 3.3 Electronic connection to the meeting shall ensure clear communication.
- 3.4 Trustees and the student trustee participating in electronic meetings in closed session shall ensure confidentiality and this shall be noted by the secretary. Student trustee participating in electronic meetings in closed session shall not participate in any closed session under section 207(2) (b) of the Education Act.
- 3.5 The Procedural By-Law and the most current edition of Robert's Rules of Order shall apply to electronic meetings of the Board.
- 3.6 The Chair of the Board, or designate, one additional trustee, and the Director of Education, or designate, must physically be present in the meeting room of the Board at every meeting of the Board or ~~a c~~Committee of the ~~w~~Whole ~~b~~Board (including closed session) at which there is a quorum.
- 3.7 At every committee meeting of a committee of the Board, except ~~a~~ committee of the whole **board**, the Chair of the Committee, or designate, and the Director of Education, or designate, shall be physically present in the meeting at which there is a quorum.

# BUSINESS AND BOARD ADMINISTRATION

September 8, 2015 - DRAFT

**3000**

Appendix A to  
Report No. 072-  
15

## ELECTRONIC MEETINGS POLICY

**3094**

### 4. Review

This policy shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	<u>June 16, 1998</u>	_____
_____	<u>Date Revised</u>	_____
	February 27, 2007	

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LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2015 SEP 08  
Report No. 075-15

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE - Public Session

RE: POLICY REVIEW – 8070 SAFE SCHOOLS SYSTEM EXPECTATIONS

1. Background

- 1.1 On January 22, 2013, the Safe Schools System Expectations Policy 8070 was revised.
- 1.2 At the May 27, 2014 Regular Board Meeting, the Safe Schools System Expectations Policy 8070 was approved for review during the 2014-2015 school year as part of the policy development and review cycle.
- 1.3 At the May 26, 2015 Regular Board Meeting, the Safe Schools System Expectations Policy 8070 was postponed.
- 1.4 On June 2, 2015, the draft policy and procedures were posted on the Board website and distributed to constituent groups for review and comment with input to be received by June 26, 2015.

2. Situation

- 2.1 There was no constituent input received.
- 2.2 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Administration will revoke 8070 B, Safe Schools Procedures: Maintaining Employee Safety While Delivering Special Education Services, Appendix C, as the procedures contained in the document exist in Health and Safety legislation, 7040 Violence in the Workplace Policy and Procedures, and the revised 8070 Safe Schools System Expectations Procedures.
- 2.4 Upon final approval, the policy will be distributed according to Board procedures.

## RECOMMENDATION

It is recommended that Lakehead District School Board approve 8070 Safe Schools System Expectations Policy, Appendix A to Report No. 075-15.

Respectfully submitted,

JEFF UPTON  
Education Officer

COLLEEN KAPPEL  
Superintendent of Education

IAN MACRAE  
Director of Education

**SCHOOL-COMMUNITY RELATIONS****8000****DRAFT – SEPTEMBER 8, 2015****SAFE SCHOOLS – SYSTEM EXPECTATIONS  
POLICY****8070****1. Rationale**

~~Lakehead Public Schools is committed to the success of every student. A school is a place that promotes responsibility, respect, civility and academic excellence in a safe, welcoming environment. Staff, students, parents/guardians, school councils and community members working in a cooperative partnership must share the responsibility for creating and maintaining such an environment.~~

~~This policy is written in accordance with the Education Act, Ontario Regulation 472/07, Policy Program Memoranda (PPM): 119 (Equity and Inclusive Education), 128 (Provincial and School Board Codes of Conduct), 141 (Programs for Long Term Suspension), 142 (Expulsion Programs), 144 (Bullying Prevention), 145 (Progressive Discipline), the Provincial Code of Conduct, the Lakehead District School Board Code of Conduct and the following guiding principles:~~

- ~~• effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/guardian/community involvement and support and staff development;~~
- ~~• a positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm;~~
- ~~• improvement of learning outcomes for all students;~~
- ~~• each individual is important and unique and should be empowered to contribute positively to the school community;~~
- ~~• the encouragement of all students to be positive leaders in their community;~~
- ~~• responsibility and ownership for a safe learning environment must be assumed by all members of the school community;~~
- ~~• prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline, including bullying prevention programs that address discrimination;~~
- ~~• educators and community members have a responsibility to work in partnership to develop self-directed, life-long learners; and~~
- ~~• the fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability, and/or any other immutable characteristic or ground protected by the Human Rights Code, is an expectation from all school members.~~

~~The Board recognizes that the Human Rights Code of Ontario has primacy over provincial legislation and Board policies and procedures, and understands 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.~~

**SCHOOL-COMMUNITY RELATIONS****8000****DRAFT – SEPTEMBER 8, 2015****SAFE SCHOOLS – SYSTEM EXPECTATIONS  
POLICY****8070**

- 1.1 *Lakehead District School Board is committed to the success of every student. A school is a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.*
- 1.2 *All students, parents/guardians, and teachers and other school staff have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.*
- 1.3 *The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that support student achievement and the well-being of all students.*

2. Policy

Lakehead District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community through the implementation of an effective Safe Schools Policy.

While the Board does not support discipline measures that are solely punitive, all violent acts of which the school community is aware will result in some form of intervention which is designed to respond to the perpetrator and the victim. The level of intervention will be contingent upon the severity of the violence and the established needs of the circumstance.

The policy has three components: prevention, intervention, and the development of procedures that define and outline consequences, including suspension and expulsion, in accordance with the Education Act and related Regulations.

***Lakehead District School Board is committed to supporting and maintaining a positive, safe, inclusive and secure environment, including bullying prevention, for its students, staff and community through the implementation of effective Safe Schools expectations and procedures.***

3. ~~System Expectations~~3.1 ~~The School Environment~~

~~The school environment must be safe so that learning can take place. It is the obligation of all members of the school community to establish a safe and secure school environment including the promotion of healthy and inclusive relationships.~~

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The school environment is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact, the material resources, and the extensions of this environment that are necessary for the delivery of the program (e.g., field trips, school buses and extracurricular activities).

**3.2 — Violence Prevention in the Curriculum**

Violence prevention must be incorporated into the curriculum for all students. It is the joint responsibility of the school, home and community to work together to guide students to become good citizens in a society that promotes an equitable, safe and accepting environment for all.

**3.3 — Intervention Program**

The Board will build on its early identification practices and procedures to help children at risk of being bullies and/or victims. As much as possible, this assistance must take place at the classroom level. The involvement of parents or guardians is essential in this process.

Where appropriate, the Board will address the special needs of students as identified through the Individual Education Plan.

The school will ensure that staff consults with parents or guardians about the inappropriate behaviour of their children.

The Board will continue to develop partnerships with community organizations and agencies that can provide support to students in need.

**3.4 — Code of Conduct**

Elementary and secondary schools within the Board shall develop a Code of Conduct that clearly indicates the behaviour expectations of its school community and complies with the Board and the Provincial Code of Conduct.

The following standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system, (parents, volunteers, teachers and other staff members), whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

**Purpose of the Board Code of Conduct**

The purpose of the Board code of conduct is as follows:

- to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;

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- ~~to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;~~
- ~~to encourage the use of non-violent means to resolve conflict;~~
- ~~to promote the safety of people in the schools; and~~
- ~~to discourage the use of alcohol and illegal drugs.~~

~~Standards of Behaviour (Respect, Civility, and Responsible Citizenship)~~~~All members of the school community must:~~

- ~~respect and comply with all applicable federal, provincial, and municipal laws;~~
- ~~demonstrate honesty and integrity;~~
- ~~respect differences in people, their ideas, and their opinions;~~
- ~~treat one another with dignity and respect at all times, and especially when there is disagreement;~~
- ~~respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, 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 assistance from a member of the school staff, if necessary, to resolve conflict peacefully;~~
- ~~respect all members of the school community, especially persons in positions of authority;~~
- ~~respect the need of others to work in an environment that is conducive to learning and teaching;~~
- ~~not swear at a teacher or at another person in a position of authority;~~
- ~~accept responsibility for one's own actions; and~~
- ~~demonstrate respect through appropriate use of electronic equipment both in the school and outside school.~~

~~Standards of Behaviour (Safety)~~~~All members of the school community must not:~~

- ~~engage in bullying behaviours;~~
- ~~commit sexual assault;~~
- ~~traffic weapons or illegal drugs;~~
- ~~commit robbery;~~
- ~~be in possession of any weapon, including firearms;~~
- ~~use any object to threaten or intimidate another person;~~
- ~~cause injury to any person with an object;~~
- ~~be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;~~
- ~~inflict or encourage others to inflict bodily harm on another person;~~



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- ~~engage in hate propaganda and other forms of behaviour motivated by hate or bias;~~
- ~~commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school; and~~
- ~~utter threats~~

**3.5 — Progressive Discipline**

~~While the goal of this policy is to support a safe learning and teaching environment in which every pupil can reach his or her full potential; appropriate action must consistently be taken that addresses behaviours that are contrary to Provincial and Board codes of conduct.~~

~~Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices. For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's IEP and/or his or her demonstrated abilities. The Board and school administrators must include all mitigating and other factors, as required by the Education Act and set out in Ontario Regulation 472/07 and as contained in the Board's policies and procedures for suspensions and expulsions.~~

**3.6 — Bullying Prevention and Intervention**

~~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.~~

~~Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, ability, need for special education, sexual orientation, family circumstances, gender, and race.~~

~~Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. –hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist or homophobic comments), or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g. spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, internet websites, other technology).~~

~~Bullying adversely affects students' ability to learn, adversely affects healthy relationships and the school climate, and adversely affects a school's ability to educate its students. Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other~~

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~~circumstances (e.g. online) where engaging in bullying will have a negative impact on the school climate.~~

**3.7 — Staff Development**

~~Lakehead District School Board shall provide opportunities for all staff to acquire the knowledge and skills necessary to develop and maintain a welcoming and safe school environment.~~

~~The staff shall receive strong support, professional preparation and ongoing professional development focusing on the skills and knowledge that are required to teach appropriate conduct.~~

**3.8 — Roles and Responsibilities**

~~The Board and its schools will involve its community in the development, implementation and maintenance of a safe environment. The roles and responsibilities of all school members, students, staff, parents/guardians and members of school councils will be defined in the procedures.~~

**3.4. Suspension and Expulsion**

The board supports the use of suspension and expulsion as appropriate consequences where a student has committed one or more of the infractions described below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

**3.1-4.1 Suspension**

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

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol, illegal and/or restricted drugs;
- being under the influence of alcohol;
- swearing at a teacher or at another person in a position of authority;
- committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- bullying;
- ***any act considered by the principal to be injurious to the moral tone of the school;***
- ***any act considered by the principal to be injurious to the physical or mental well-being of members of the school community;***

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- *persistent opposition to authority;*
- *the willful destruction of school property;*
- *incidents off school property which impact on the school;*
- *habitual neglect of duty;*
- *conduct inconsistent with the Code of Conduct of the board or school;*
- *conduct affecting the safe learning environment for the students or working environment of staff of the school; and*
- any other activity for which a pupil may be suspended under a policy of the board.

**4.2——Length of Suspension**

~~A student may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. The Principal will consult with his/her Superintendent before imposing a suspension of eleven (11) or more school days.~~

**4.3——Reporting to the Principal**

~~Any such infractions about which a Board staff member becomes aware must be reported to the Principal in writing 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.~~

**4.4——Notifying the Parent/Guardian**

~~A Principal who suspends a pupil will make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the pupil is at least 18 years old or is 16 or 17 and has withdrawn from parental control.~~

**4.5——Mitigating and Other Factors**

~~Before imposing a suspension, the Principal will consider any mitigating and other factors for the purpose of mitigating the discipline to be imposed on the pupil. The Principal will also consider whether the suspension may have a disproportionate impact on a pupil protected by the Human Rights Code.~~

**3.2.4.6 Expulsion**

~~Under the safe schools changes that came into effect on February 1, 2008, The principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the school board. This enables the principal to remove the student from the school while the principal investigates the incident and decides whether to recommend to the board that the student be expelled.~~

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The infractions for which a principal may consider recommending to the board that a pupil be expelled from the pupil's school or from all schools of the board include:

- possessing a weapon, including possessing a firearm or knife;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons, illegal or restricted drugs;
- committing robbery;
- giving alcohol to a minor;
- issuing a bomb threat or causing a bomb threat to be issued;
- ***bullying, if:***
  - i. the pupil has previously been suspended for engaging in bullying, and***
  - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.***
- ***any activity listed in Ontario Education Act subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;***
- ***an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;***
- ***a pattern of behavior that is so inappropriate that the student's continued presences is injurious to the effective learning and/or working environment of others;***
- ***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 board;***
- ***activities engaged in by the student on or off school property that have caused extensive damage to the property of the board or to goods that are/were on board property;***
- ***the student has demonstrated through a pattern of behavior that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behavior which would enable them to prosper;***
- ***any act considered by the principal to be a serious violation of the requirements of student behavior and/or a serious breach of the board or school Code of Conduct;***
- ***where a student has no history of discipline or behavior intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behavior and/or a serious breach of the board or school Code of Conduct; and***
- ***any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.***

**SCHOOL-COMMUNITY RELATIONS****8000****DRAFT – SEPTEMBER 8, 2015****SAFE SCHOOLS – SYSTEM EXPECTATIONS  
POLICY****8070****4.7 — Reporting to the Principal**

~~Any such infractions about which a Board staff member or transportation provider becomes aware must be reported to the Principal in writing at the earliest safe opportunity and no later than the end of the school day, or end of a bus run if reported by a transportation provider.~~

**4.8 — Mitigating Factors and Other Factors**

~~The Principal will consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion. The Principal will consider whether the discipline will have a disproportionate impact on a pupil protected by the Human Rights Code.~~

**4.9 — Principal Investigation**

~~Before recommending an expulsion from the pupil's school or from all schools of the Board, the Principal must complete an investigation. If, on concluding the investigation, the Principal decides NOT to recommend to the Board that the pupil be expelled, the Principal shall:~~

- ~~• confirm the suspension and the duration of the suspension;~~
- ~~• confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or~~
- ~~• withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.~~

**4.10 — Appeal**

~~Where a pupil's parent/guardian or the pupil, 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 pupil, that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the Principal's decision to suspend the pupil, in accordance with the Human Rights Code and the Board's Safe Schools Procedures.~~

**5. — Suspension Appeals/Expulsion Hearing Committee**

~~The Board authorizes the creation of Suspension Appeals/Expulsion Hearing Committee of no fewer than three (3) Trustees to decide appeals of Principal suspensions and Principal recommendations for expulsion. The Suspension Appeals/Expulsion Hearing Committee will have the powers as set out in the Education Act and any other powers necessary and shall consider the Human Rights Code of Ontario prior to implementing any appropriate Order.~~

**6. — Victims of Serious Student Incidents**

~~The Board supports students who are victims of serious incidents of student behaviour causing harm contrary to the provincial, Board, and school Codes of Conduct. The Principal will provide~~

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~~information to the parent/guardian of a student who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control, and where the Principal is NOT of the opinion that informing the parent/guardian would put the student at risk of harm and would not be in the pupil's best interests. The Principal may inform a parent/guardian of a student 18 years or older, or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information. The Board shall develop appropriate plans to protect the victim, and will communicate to parents/guardians of victims, information about the plan and a method of identifying dissatisfaction with steps taken to provide support to the victim.~~

**4. Guiding Principles**

- 4.1 *Effective schools support the development of a safe and positive environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/guardian/community involvement and support and staff development.***
- 4.2 *A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school environment. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm.***
- 4.3 *Responsibility and ownership for a safe learning environment must be assumed by all members of the school community.***
- 4.4 *The provincial Code of Conduct sets clear provincial standards of behavior. These standards of behavior apply to students whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – trustees, director, superintendents, principals, teachers, other school and board staff, parents, volunteers, and community groups.***
- 4.5 *Prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline, including bullying prevention programs that address discrimination.***
- 4.6 *Educators, parents/guardians and community members have a responsibility to work in partnership to develop safe learning communities and environments. 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.***

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**4.7** *The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability, and/or any other immutable characteristic or ground protected by the Human Rights Code, is an expectation from all school members.*

**4.8** *The Board recognizes that the Human Rights Code of Ontario has primacy over provincial legislation and Board policies and procedures, and understands 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.*

**5-3. Review**

This policy shall be reviewed in accordance with Policy Development and Review Policy 2010.

<b><u>Cross Reference</u></b>	<b><u>Date Approved</u></b>	<b><u>Legal Reference</u></b>
	<u>September 5, 1995</u>	
Policy & Procedures	<u>Date Revised</u>	Education Act s. Part XIII
1020 Equity and Inclusive Education	June 22, 1999	Behaviour, Discipline and Safety
7030 Harassment & Human Rights	December 11, 2001	
7040 Violence in the Workplace	March 5, 2002	
8040 Trespass to Schools	June 27, 2006	
<del>8070B Maintaining Employee Safety While Delivering Special Education Services</del>	January 22, 2008	
8071 Bullying Prevention and Intervention	September 28, 2010	
8073 Dress Code	January 22, 2013	

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**SAFE SCHOOLS - SYSTEM EXPECTATIONS  
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~~Lakehead District School Board recognizes and respects the exercise of professional discretion by its administrators and the safety and dignity of alleged victims and offenders. The Education Act states that 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/guardian.~~

~~This procedure sets out guidelines and consequences to be used when dealing with inappropriate conduct. The Board supports the use of positive practice, progressive discipline as well as consequences for inappropriate conduct, including suspension and expulsion where necessary. In no instance of violent behaviour will there be failure to intervene, provide appropriate disciplinary action and record or report the incident to the appropriate authorities.~~

**1.2. Policy**

~~Lakehead District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community through the implementation of an effective Safe Schools Policy.~~

~~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 or socio-economic status, ability and/or any other immutable characteristic or ground protected by the Human Rights Code, as well as inappropriate sexual behaviour unacceptable. The Board supports the use of positive practices to prevent such behaviour and authorizes Principals, or their delegates, to impose consequences in appropriate circumstances.~~

~~While the Board does not support discipline measures that are solely punitive, all violent acts of which the school community is aware will result in some form of intervention which is designed to respond to the perpetrator and the victim.~~

~~Refer to Appendix A — Definitions.~~

***Lakehead District School Board is committed to supporting and maintaining a positive, safe, inclusive and secure environment, including bullying prevention, for its students, staff and community through the implementation of effective Safe Schools expectations and procedures.***



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**SAFE SCHOOLS - SYSTEM EXPECTATIONS  
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The school environment must be safe so that learning can take place. It is the obligation of all members of the school community to establish a safe and secure school environment.

The school environment is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact, the material resources, and the extensions of this environment that are necessary for the delivery of the program (e.g., field trips, school buses and extracurricular activities).

To establish and maintain a safe and secure school environment:

- the school staff will design activities to provide a positive, inviting school atmosphere and maintain a safe school culture for all people in Lakehead Public schools;
- discipline strategies will be fair and focus on teaching students about appropriate behaviours while maintaining their self-respect;
- guidelines for supervision will be developed by individual schools to ensure the safety of staff and students at school-sponsored activities; these guidelines will be consistent with the school's Code of Conduct;
- principals will deny entry to the school to a person found in possession of materials and/or substances deemed to be unsafe and/or inappropriate (e.g., hate literature, guns, knives, illegal drugs);
- principals may deny entry to school-sponsored activities to individuals whom they know have a record of violence or who have been found in possession of weapons;
- schools will establish procedures for dealing with visitors and/or strangers in the school consistent with the Board's Trespass to Schools Policy 8040;
- students with a record of violence or who have been found in possession of weapons and who request a transfer from one school to another will be identified by principals; this information will be communicated to the appropriate ~~supervisory officer~~ **superintendent** and to the students so identified;
- principals will cooperate with bus operators to ensure that school buses, as extensions of the school environment, are safe and secure;
- schools will operate Health and Safety Committees;

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- schools will establish a Dress Code consistent with the Board's Dress Code Policy that determines the dress code expectations at the school level; and
- schools will conduct school climate surveys every two years, and each school will develop school improvement goals based on the data.

**3.2 Violence Prevention in the Curriculum**

Violence prevention must be integrated into the curriculum for all students. It is the joint responsibility of the school, home and community to work together to guide students to become good citizens in a society that promotes an equitable, safe environment for all.

The Prevention component is guided by the following principles:

- prevention is the most humane and efficient way to deal with violence, conflict, and acts of aggression;
- the Board is committed to promoting appropriate methods of resolving conflict that are safe and respect the rights of others;

To achieve this there must be:

- early exposure to appropriate social skills;
- early identification of forms of violence and reporting of threats to safety;
- early identification of problem behaviours and support to develop social skills; and
- guided practice that will lead to the independent application of a variety of social skills as a regular part of daily living and the ability to resolve conflict in a non-violent way.

The curriculum must be free of bias, reflect the diverse groups that compose our society and provide opportunities for students to:

- understand how to be alert and prudent about personal safety;
- develop, practice, and reflect on interpersonal communication and problem-solving skills such as negotiation, mediation, management of conflicts, assertiveness, and the ability to cope with change or frustration;
- develop self-confidence and enhance self-esteem;

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- acquire the ability to understand, respect, and care for others;
- develop awareness that discrimination is hurtful and unacceptable;
- acquire skills that will be useful in their existing and future relationships; and
- develop the ability to value social diversity and points of view.

**3.3 Intervention Program**

**3.3.1** The board will build on its early identification practices and procedures to help children at risk of being bullies and/or victims. As much as possible, this assistance must take place within the classroom and with the involvement of parents or guardians.

**3.3.2** Where appropriate, the board will develop and implement programming to address the special needs of students as identified through the Individual Education Plan. Teachers, in consultation with parents/guardians, will be the primary resource for identifying these children and referring them to the appropriate person and/or agency.

**3.3.3** The school will ensure that staff has the opportunity to consult with parents/guardians about the behaviour of their children.

**3.3.4** The board will continue to develop partnerships with community organizations and agencies that can provide support to students in need.

**3.4 Code of Conduct**

**3.4.1** Elementary and secondary schools within the board shall develop a **School** Code of Conduct that clearly indicates the behaviour expectations of its school community and complies with the Board and the Provincial Code of Conduct.

**3.4.2** The Code of Conduct should reflect a philosophy that for every inappropriate act the perpetrator will be given an appropriate consequence.

**3.4.3** ***The purpose of a code of conduct governs the behaviour of all persons in the school. It will:***

- ***ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;***

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- *promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;*
- *maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;*
- *encourage the use of non-violent means to resolve conflict;*
- *promote the safety of people in schools;*
- *discourage the use of alcohol and illegal drugs; and*
- *prevent bullying in schools.*

**3.4.4** The **School** Code of Conduct will be:

- applicable to each and every member of its community - students, staff, parents/guardians, community partners, bus drivers and visitors;
- developed in collaboration with students, staff, parents/guardians and the community;
- reviewed annually in consultation with students, staff, parents/guardians and the community;
- available to members of the school community;
- communicated to students, staff, parents/guardians and the school community at the beginning of the school year, and at other times when appropriate;
- founded on the principles of fairness, respect, civility, responsible citizenship, and focus on teaching appropriate behaviour while maintaining individual self-respect; and
- *consistent with the requirements set out in the provincial and board code of conducts.*

**3.5** **Bullying Prevention and Intervention**

**3.5.1** *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*

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*person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.*

- 3.5.2** *Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, ability, need for special education, sexual orientation, family circumstances, gender, and race.*
- 3.5.3** *Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. - hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist or homophobic comments), or social (e.g. excluding others from a group, spreading gossip or rumours). It may also occur through the use of technology (e.g. spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, internet websites, other technology).*
- 3.5.4** *Bullying adversely affects students' ability to learn, adversely affects healthy relationships and the school climate, and adversely affects a school's ability to educate its students. Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on the school climate.*

**3.56** Staff Development

- 3.6.1** Lakehead District School Board will provide opportunities for all staff to acquire the knowledge and skills necessary to develop and maintain a welcoming and safe school environment.
- 3.6.2** The staff will receive strong support, professional preparation and ongoing professional development focusing on the skills and knowledge that are required to teach appropriate conduct.
- 3.6.3** Board support staff, school administrators, and staff groups representing all staff will provide awareness/information opportunities for the purpose of applying school board and school practices in a fair and consistent manner. Staff development topics may include information about, but are not limited to:
- school-based programs that address conflict resolution, mediation, self-esteem, decision-making;
  - medical conditions that may be associated with violent behaviour;



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- community services that provide counselling, anger management, parenting skills, management of disturbed behaviour, etc
- signs/profiles of physical/sexual/emotional abuse and appropriate interventions, such as reporting of an incident;
- programs that focus upon identification and elimination of bias and discrimination on the basis of race, sex, colour, ethnicity, citizenship, ancestry, origin, culture, religion, creed, gender identity, language, ability, sexual orientation, family or socio-economic status, and/or any other immutable characteristic or ground protected by the Ontario Human Rights Code;
- programs supporting the safety and welfare of victims; and
- programs and procedures for reintegrating perpetrators.

**3.67 Roles and Responsibilities**

**3.7.1** The board and its schools will involve its community in the development, implementation and maintenance of a safe environment.

**3.7.2** The roles and responsibilities of all school members, students, staff, parents/guardians and members of school councils will be defined. Refer to:

- Education Act;
- Child and Family Services Act;
- ***Children's Law Reform Act;***
- ***Divorce Act;***
- ***Health Protection and Promotion Act;***
- ***Immunization of School Pupils Act;***
- ***Occupational Health and Safety Act;***
- ***Sabrina's Law;***
- ***Ryan's Law;***
- Trespass to Property Act;
- Youth Criminal Justice Act;
- ***Municipal Freedom of Information and Protection of Privacy Act;***

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- *Personal Health Information Protection Act;*
- *Ontario College of Teachers Act;*
- *Teaching Profession Act;*
- *Early Childhood Educators Act;*
- *Human Rights Code;* and
- Canadian Charter.

~~The purpose of a code of conduct governs the behaviour of all persons in the school. It will:~~

- ~~• ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;~~
- ~~• promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;~~
- ~~• maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;~~
- ~~• encourage the use of non-violent means to resolve conflict;~~
- ~~• promote the safety of people in schools; and~~
- ~~• discourage the use of alcohol and illegal drugs.~~

**3.7.3 All school members 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 their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, 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 assistance from a member of the school staff, if necessary, to resolve conflict peacefully;

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- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and
- not swear at a teacher or at another person in a position of authority.

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

- engage in bullying behaviours;
- commit sexual assault;
- traffic *in* weapons or illegal drugs;
- ***give alcohol to a minor;***
- ***commit robbery;***
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- 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; ~~and~~
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

**3.7.5** Students will:

- be represented in the development and review of the school's Code of Conduct;
- have input in reviews of the school environment; and

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- be encouraged to assume leadership roles in the implementation of Safe Schools' practices (e.g., facilitate information sessions, peer mentoring, peer counseling, peer mediation).
- 3.7.6** Students are to be treated with respect and dignity. In return, students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:
- comes to school prepared, on time, and ready to learn;
  - shows respect for himself or herself, for others, and for those in authority;
  - refrains from bringing anything to school that may compromise the safety of others; and
  - follows the established rules and takes responsibility for his or her own actions.
- 3.7.7** Staff members will:
- be represented in the development and review of the school's Code of Conduct;
  - be involved in dealing with all aspects of inappropriate behaviour;
  - ***report to the principal situations that compromise the safety of students and staff;***
  - demonstrate appropriate role modeling;
  - have input in reviews of the school environment; and
  - be encouraged to assume leadership roles in the implementation of safe school practices.
- 3.7.8** Principals, under the direction of the school board, take a leadership role in the daily operation of a school. They provide this leadership by:
- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
  - holding everyone under their authority accountable for their behaviour and actions;

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- empowering students to be positive leaders in their school and community; and
- communicating regularly and meaningfully with all members of their school community.

**3.7.9** Teachers and school staff, under the leadership of the principal, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff upholds these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff and parents/guardians, volunteers, and the members of the school community; and
- prepare students for the full responsibilities of citizenship.

**3.7.10** Parents/Guardians will:

- be encouraged to take responsibility for supporting the efforts of the school in maintaining a safe and respectful learning environment for all students; and
- be represented in the development and annual review of the school's Code of Conduct.

**3.7.11** Parents/Guardians fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- ***promptly report to the school their child's absence or late arrival;***
- show that they are familiar with the provincial's and the board's and the school's Code of Conduct;

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- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

**3.7.12** School Councils will:

- be represented in the development and annual review of the school's Code of Conduct; and
- have input in reviews of the school environment.

**3.7.13** Community members, including police, will:

- be included in the development and maintenance of partnerships with the school to implement the Safe Schools Policies.

**3.7.14** Police and community members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the ~~Ministry of the Solicitor General~~ **Ministry of Community Safety and Correctional Services** and the Ministry of Education.

4. Procedure for Dealing with Critical Incidents

- 4.1** Under normal circumstances, the determination of whether a critical incident has occurred is based on the administrator's judgment.
- 4.2** In all cases of possession of a weapon, use of a weapon, physical assault, sexual assault, trafficking in weapons or in illegal drugs, robbery, giving alcohol to a minor, or bullying (as per Education Act Section 310) school administrators will report the incident to the local police. (See Appendix B - Violent Incident Report Form.)
- 4.3** In cases of critical incidences involving students younger than twelve (12) years of age, similar actions may apply or the principal, in consultation with the parent/guardian and the appropriate ~~supervisory officer~~ **superintendent**, may select more suitable disciplinary action.

5. Search and Seizure

In order for the principal to fulfill ~~his or her~~ **their** statutory duty to maintain proper order and discipline in the school, the following will take place:

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- 5.1 A principal shall carry out an investigation to establish the nature and extent of an alleged offence. School administrators must react swiftly and effectively when faced with a situation that could unreasonably disrupt the school or jeopardize the safety of the students.
- 5.2 It is the responsibility of the principal to advise the students at the beginning of the school year, and, through the School Code of Conduct, that desks and lockers are considered school property, and that a search of such property is permissible by school administration.
- 5.3 Any search conducted must be based on reasonable grounds. School administrators must have reasonable grounds to believe that there has been a breach of school regulations and that a search of a student's desk or locker, or person would reveal evidence of that breach.
- 5.4 Administrators may ask students to open up personal backpacks or handbags or to remove shoes and socks where there are reasonable grounds to believe that a student is carrying stolen property, a dangerous weapon, or an illegal substance. In any case where a more intensive search is required, school administrators must notify the police, parents/guardians and ~~Area~~ **appropriate** superintendent. The search will be conducted by the police. Efforts must be made to notify parents/guardians of any process involving their children and the police.

6. Procedure for Dealing with the Aftermath of an Incident

Lakehead District School Board recognizes that community partnerships are necessary and that authentic partnerships with the community can facilitate and support shared obligations. Schools are encouraged to develop, maintain and strengthen their working relationships with various community organizations in an effort to establish and maintain a safe and supportive school environment.

To respond to violent incidents the following procedures will be followed:

6.1 For Victim(s)

- communicate with the student's parent/guardian, if the student is under eighteen (18) years of age;
- when appropriate, contact community agencies to facilitate counselling and/or referral in consultation with parents/guardians and the victim;
- plan for re-entry of victim with staff, parents/guardians, agencies and, where appropriate, the perpetrator;

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- monitor progress of victim's re-entry; and
- make every effort to ensure the victim's safety and mental well being.

**6.2 For Perpetrator(s)**

- list essential components of the perpetrator's re-entry and rehabilitation that consider the needs of the victim and witnesses of the critical incident (for example, an understanding of the impact on the victim);
- enter into partnerships with community agencies to establish procedures to facilitate counselling and/or referral to the appropriate community service-provider;
- plan for re-entry of perpetrator with staff, parents/guardians, agencies and where appropriate, the victim;
- monitor the progress of the perpetrator's re-entry;
- review the individual Educational Plan (IEP), when the perpetrator has been identified with an exceptionality.

**7. Procedure for Reporting Violent Incidents**

This portion of the Safe Schools Procedure addresses, specifically, the strategy for reporting critical incidents to the police and to the Ministry of Education.

**7.1 Categories of Students, By Age**

Because different legislative frameworks exist, based on age, students of differing ages must be dealt with differently. The three age groups to be addressed are: Under twelve (12) years; twelve (12) to seventeen (17) years; and adults, i.e. eighteen (18) years or older.

**7.1.1 Students Under Twelve Years of Age**

Children under twelve (12) years cannot be charged with an offence under the Youth Criminal Justice Act, 2003<sup>2</sup> or the Criminal Code (R.S.C. 1985, c. C. 46). For these children the Child and Family Services Act applies (R.S.O. 1990, c.C. 11).



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For students aged twelve (12) to seventeen (17) years, the Youth Criminal Justice Act will apply.

**7.1.3 Adults**

Students who are eighteen (18) years or over are considered adults, and the procedures of the Criminal Code will be followed if these students are charged with a criminal offence.

**7.2 Categories of Critical Incidents**

**7.2.1** Procedure 8070 "Safe Schools System Expectations - Section 4" deals with specific responses expected of the school community in relation to unacceptable behaviours. It identifies when administrators must report violent incidents to the police.

**7.2.2** In the event that any of the identified critical incidents outlined in Procedure 8070 "Safe Schools System Expectations - Section 4" occur and the school administration is not readily available, school staff will follow the procedures in Procedure 8070 "Safe Schools System Expectations - Section 4" and, additionally notify school administration as quickly as possible.

**7.3 Reported Incidents On and Off School Property**

In addition to board policy requiring school administration to respond to inappropriate conduct within schools, on buses and during school-sponsored events, school administration should:

- consult with local police authorities regarding critical incidents that have been reported to them and which are alleged to have occurred beyond school premises or school-sponsored activities and are perceived to adversely affect the welfare of the student(s); or
- consult with local police authorities regarding critical incidents that have been reported to them and which are alleged to be about to occur either on school premises, during school-sponsored activities or beyond the jurisdiction of the school.

**7.4 Parent/Guardian Involvement**

8070 Safe Schools - System Expectations Procedures clearly prescribes the need for school administrators to contact parents/guardians of the involved students.

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Principals should make reference to the **current Lakehead District School Board Police/School Protocol 2009**.

**7.6 Insertion of Information in the OSR**

The following information will be included in the OSR:

- A completed Violent Incident Report form (Appendix B).
- Where a letter or the Notice of Suspension has been sent to the student and/or parent(s)/guardian(s) regarding the suspension or expulsion for violent behaviour, a copy will be attached to the Violent Incident Report Form (Appendix B) and shall be included in the OSR.

**7.7 Procedure for Reporting Critical Incidents to the Ministry**

The Education Act states that it is the duty of a principal "to furnish to the Ministry and to the appropriate supervisory officer any information that it may be in the principal's power to give respecting the condition of the school premises, the discipline of the school, the progress of pupils and other matter affecting the interests of the school, and to prepare such reports for the board as are required by the board".

- School Administrators will submit a copy of the Violent Incident Report Form (Appendix B) for each critical incident to the appropriate ~~supervisory officer~~ superintendent.

**8. Progressive Discipline**

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

**8.1** Prevention and early intervention are important for assisting pupils to achieve their potential and for maintaining a positive school environment and are effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility and encourage positive participations of the school community in the life of the school.

**8.2** Each school is required to develop and implement a school-wide progressive discipline policy that is consistent with the board's suspension and expulsion policies and

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procedures. The teacher, principal or designate should select the most appropriate response to address the pupil's behaviour.

- 8.3** Where a pupil has special education and/or ability related needs, the interventions, supports and consequences must be consistent with expectations for the pupil, including those in the pupil's Individual Education Plan.
- 8.4** Progressive discipline includes the use of early and ongoing intervention strategies and strategies to address inappropriate behaviour. When using progressive discipline, the Principal may consider what strategies have been used with the student over the last several years. Parents/guardians should be actively engaged in the progressive discipline approach (see Appendix C - Progressive Discipline).
- 8.5** Early and Ongoing Intervention Strategies
- 8.5.1** A teacher or the principal or designate, as appropriate, may utilize early and/or ongoing intervention strategies to prevent unsafe and inappropriate behaviours. These may include contact with parents/guardians, oral reminders, review of expectations, written work assignment addressing the behaviour, volunteer services to the school community, conflict mediation and resolution, peer mentoring, referral to counseling and consultation.
- 8.5.2** In all cases where ongoing intervention strategies are used, parents/guardians should be consulted. The teacher or the Principal or designate, should keep a record for each pupil with whom progressive discipline approaches are utilized. The record should include the name of the pupil, the date and nature of the incident or behaviour, the progressive discipline approach used, the outcome, and any contact with the parent/guardian.
- 8.6** Addressing Inappropriate Behaviour
- 8.6.1** If a pupil has displayed inappropriate behaviour, the principal or designate may utilize a range of interventions, supports, and consequences that are developmentally appropriate, and include opportunities for pupils to focus on improving their behaviour.
- 8.6.2** Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community.
- 8.6.3** Inappropriate behaviour may also include, but is not limited to, one of the following infractions for which a suspension may be imposed: ~~any act considered by the Principal to be injurious to the moral tone of the school; any act considered by the Principal to be injurious to the physical or mental well-being of any member of the school community; and any act considered by the~~

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~~Principal to be contrary to the Board or school code of conduct.~~ A principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying.
- ***Any act considered by the principal to be injurious to the moral tone of the school.***
- ***Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community.***
- ***Persistent opposition to authority.***
- ***The willful destruction of school property.***
- ***Incidents off school property which impact on the school.***
- ***Habitual neglect of duty.***
- ***Conduct inconsistent with the Code of Conduct of the board or school.***
- ***Conduct affecting the safe learning environment for the students or working environment of staff of the school.***
- Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board.

If a pupil has committed an infraction listed above and it is the first time that the pupil has committed that infraction, the principal or designate may choose to use a progressive discipline strategy to address the infraction. Interventions may include meeting with parents/guardians, pupil and principal; referral to a community agency for anger management or substance abuse, counseling/intervention; detentions (if supervision is available); withdrawal of

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privileges; withdrawal from class; restitution for damages; restorative practices; and transfer. In some cases, short-term suspension may also be considered a useful progressive discipline approach.

- 8.6.4** In all cases where progressive discipline is being considered to address inappropriate behaviour, the principal or designate must: consider the particular pupil and circumstances, including considering the mitigating or other factors; consider the nature and severity of the behaviour; consider the impact of the inappropriate behaviour on the school climate; and consult with the pupil's parents/guardians. The mitigating factors to be considered by the principal before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are: whether the pupil has the ability to control his or her behaviour; whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and 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.
- 8.6.5** The other factors to be considered are: the pupil's academic, discipline and personal history; whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approaches that have been attempted and any success or failure; whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, ability, gender or gender identity, sexual orientation or harassment for any other reason; the impact of the discipline on the pupil's prospects for further education; the pupil's age; where the pupil has an IEP or ability related needs, whether the behaviour causing the incident was a manifestation of the pupil's ability, whether appropriate individualized accommodation has been provided and whether the 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; and whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
- 8.6.6** The principal or designate should keep a record for each pupil with whom progressive discipline approaches are utilized. The record should include the name of the pupil, the date and nature of the incident or behaviour, considerations taken into account, progressive discipline used, outcome, and contact with parent/guardian.
- 8.6.7** If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate and other interventions, such as suspension and expulsion may be necessary.

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Board employees who work directly with students must respond to student behaviour that is likely to have a negative impact on the school climate, if in the employee's opinion it is safe to do so. Such behaviour includes all inappropriate and disrespectful behaviour (e.g., swearing, homophobic or racial slurs, sexist comments or jokes, graffiti), as well as those incidents that must be considered for suspension or expulsion.

**8.7.1** Responses shall be made in a timely, supportive and sensitive manner. The response is intended to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration any special needs that the student may have.

**8.7.2** Responses may include:

- asking the pupil to stop the behaviour;
- identifying the behaviour as inappropriate and disrespectful;
- explaining the impact of the behaviour on others and the school climate;
- modelling appropriate communication;
- asking the pupil for a correction of their behaviour by restating or rephrasing their comments;
- asking the pupil to apologize for their behaviour;
- asking the pupil to promise not to repeat their behaviour;
- asking the pupil to explain why and how a different choice with respect to their behaviour would have been more appropriate and respectful; and
- where applicable, identifying the application of the Human Rights Code.

**8.7.3** A response by the staff to the incident shall not prevent or preclude the principal from imposing appropriate progressive discipline, up to and including a recommendation for expulsion. Where, in the opinion of the board employee who works with students, the behaviour observed or heard might lead to suspension or suspension and a recommendation for expulsion, the employee must report the behaviour orally to the principal or designate at the earliest opportunity and again in writing before the end of the school day using the confidential safe schools incident report form 1 (see Appendix D).

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**SAFE SCHOOLS - SYSTEM EXPECTATIONS  
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- 9.1** Bullying is identified and defined in the Board's Policy (Safe Schools – System Expectations). Strategies for dealing with bullying include developing healthy relationships as mentioned earlier.
- 9.2** Each school will have a team in place that will be responsible for school safety (this may be an existing team or committee). The team or committee will include at least one student (where appropriate), one parent/guardian, one teacher, one support staff member, one community partner, and the principal. The team must have a staff chair. This team will develop a plan which will include the board's definition of bullying, prevention strategies, intervention strategies, as well as training strategies for members of the community, communication and monitoring and reviewing the process. In this plan schools should put in place procedures to allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisals. These procedures will define the roles of the principal, teachers, parents/guardians and students. These plans will provide supports for students who have been bullied, students who have bullied others and students who have been affected by observing bullying.
- 9.3** Training Strategies for Members of the School Community

The board has and will continue to provide training support for members of the school community. Some examples of this support are:

- Effective Behavioural Supports training for all principals and vice principals;
- bullying prevention strategies for all principals and vice principals ~~such as OPC training and Sugar and Spice (relational aggression) training;~~
- OTF training on bullying for key teachers;
- OTF Safe School bullying prevention project that is interactive and will be available to every safe schools team (will work on or enhance their behavioural prevention strategies);
- bullying prevention strategies training for school bus drivers;
- resources from the character development working group for each school that will include cross-curricular resources (e.g., books) and
- other training and strategies as they are developed.

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**SAFE SCHOOLS - SYSTEM EXPECTATIONS  
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**10.1.1** When a principal's investigation of an incident, which should include consultation with the adult pupil or the pupil's parent/guardian and pupil, determines that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, a principal or vice principal ~~[for infractions not attracting more than five (5) days suspension]~~ shall consider whether that pupil should be suspended, taking into account any mitigating and other factors that might be applicable in the circumstances.

**10.1.2** The principal *or vice principal* will also contact the police consistent with the ~~Protocol: Police Involvement in Schools~~ **Police/School Board Protocol** if the infraction the pupil is suspected of committing requires such contact. When in doubt, the principal will consult with ~~his or her~~ **the appropriate** Superintendent.

The infractions for which a suspension may be imposed by the Principal include:

- ~~Uttering a threat to inflict serious bodily harm on another person.~~
- ~~Possessing alcohol, illegal and/or restricted drugs.~~
- ~~Being under the influence of alcohol.~~
- ~~Swearing at a teacher or at another person in a position of authority.~~
- ~~Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.~~
- ~~Bullying. and/or~~
- Any other activity for which a pupil may be suspended under a policy of the Board.

**10.1.3** *A principal or vice principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:*

- *Uttering a threat to inflict serious bodily harm on another person.*
- *Possessing alcohol or illegal drugs.*
- *Being under the influence of alcohol.*
- *Swearing at a teacher or at another person in a position of authority.*
- *Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.*
- *Bullying.*



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- *Any act considered by the principal to be injurious to the moral tone of the school.*
- *Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community.*
- *Persistent opposition to authority.*
- *The willful destruction of school property.*
- *Incidents off school property which impact on the school.*
- *Habitual neglect of duty.*
- *Conduct inconsistent with the Code of Conduct of the board or school.*
- *Conduct affecting the safe learning environment for students or working environment of staff of the school.*
- *Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board.*

A complete list of activities that may lead to possible suspension is available by consulting Appendix D; confidential safe schools incident report form 1.

**10.1.4** A pupil may be suspended only once for any incident of an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. Suspensions should be applied in the least restrictive manner possible to be effective and so as not to add to the historical disadvantage of racialized pupils and/or pupils with disabilities.

**10.42** Factors to Consider Before Deciding to Impose a Suspension

**10.2.1** Before deciding whether to impose a suspension, a principal or vice principal ~~in a case of suspension for five (5) or fewer days~~ will make every effort to consult with the pupil, where appropriate, and the pupil's parent(s)/guardian(s) (if the pupil is not an adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances.

The following mitigating factors shall be taken into account:

- the student does not have the ability to control ~~his or her~~ **their** behaviour;
- the student does not have the ability to understand the foreseeable consequences of ~~his or her~~ **their** behaviour; or

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- the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

10.2.2 The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the student is being suspended:

- the pupil's academic, discipline and personal history;
- whether a progressive discipline approach has been used with the pupil;
- whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of ~~his or her~~ **their** race, national or ethnic origin, citizenship, colour, religion, ability, gender, gender identification, socio-economic status, or sexual orientation or to any other harassment;
- how the suspension would affect the pupil's ongoing education;
- the age of the pupil;
- in the case of a pupil for whom an individual education plan has been developed:
  - a) whether the behaviour was a manifestation of an ability identified in the pupil's individual education plan;
  - b) whether appropriate individualized accommodation has been provided; and
  - c) whether the suspension is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

If a principal decides to suspend a pupil for engaging in an activity described in this section, the principal shall suspend the pupil from ~~his or her~~ **their** school and from engaging in all school-related activities.

### 10.3 Consultation

Before imposing a suspension of eleven (11) or more school days, the principal shall consult with the **appropriate** superintendent regarding:

- whether or not accommodation pursuant to the Human Rights Code has been considered, and where applicable, applied to the point of undue hardship;

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- the investigation undertaken;
- the circumstances of the incident;
- whether or not one or more of the factors outlined above are applicable in the circumstances; and
- the appropriate length of the suspension.

**10. School Work**

~~A pupil who is subject to a suspension of five (5) or fewer school days must be provided with school work to complete at home while serving the suspension. The school work must be available to the adult pupil's designate or the pupil's parent/guardian or designate the day the pupil is suspended, if the pupil is suspended for one (1) school day. Where the pupil has been suspended for two (2) or more school days, the principal shall ensure that the school work provided to the pupil will be available the day the pupil is suspended or the following school day.~~

~~In addition to receiving school work for the first five (5) school days of suspension, a pupil who is subject to a suspension of six (6) or more school days must be assigned an alternative program for pupils subject to lengthy suspension (**Alternative Suspension Program** - ASP). A pupil participating in an ASP is not considered to be engaging in school or school-related activities.~~

**10.4 Procedural Steps When Imposing a Suspension**

Where a principal imposes a suspension, the principal will follow these steps:

- within 24 hours of the decision, the principal must make all reasonable efforts to orally inform the adult pupil or the pupil's parent/guardian of the suspension;
- the principal must inform the pupil's teacher(s) of the suspension;
- the principal in conjunction with the pupil's teacher(s) must organize school work to be provided for the pupil to be completed during the duration of the pupil's suspension;
- the principal must provide written notice of the suspension to the pupil, the pupil's parent/guardian and the **appropriate** Superintendent;
- the written notice of suspension will include:
  - a) the reason for suspension;

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- b) the duration of the suspension, including the pupil's date of return to school;
  - c) information about the ASP the pupil is assigned to, where the pupil is suspended for six (6) or more school days; and
  - d) information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the appropriate Superintendent. ~~of Education.~~
- every effort should be made to include the school work with the letter of suspension to the pupil and the pupil's parent/guardian on the day the pupil is suspended, if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and/or parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day, and school work should be made available for the adult pupil's designate or pupil's parent/guardian or designate to pick up from the school the following school day. If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent. If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
  - where the incident is a serious violent incident, including a credible threat to inflict serious bodily harm or vandalism causing extensive damage to board property or property located on board property, consideration should be given to filling out and filing a Violent Incident Form (Appendix B) in the pupil's Ontario Student Record.

**10.5 ~~Alternative Suspension Program (ASP)~~ *Programs for Suspended Students*****10.5.1 *Homework packages will be made available for the student who is suspended for one (1) day or longer.*****10.5.2 *A student suspended for more than five (5) days will be referred to an Alternative Suspension Program (ASP). The principal of the school, in consultation with the student's teacher will develop a Student Action Plan (SAP) to direct the activities and learning involved in the program. Cooperation with the student and the student's parents will be sought in developing the SAP.*****10.5.3 *Participation in the recommended program is not mandatory.*****10.5.4 *Should a student choose not to participate in a recommended program, homework packages will continue to be made available only on request, and following the completion of previously provided assignments.***

~~Where a pupil has been suspended for six (6) or more school days, the pupil will be provided with school work for the first five (5) school days or until the ASP commences, whichever is earlier, and will be assigned an alternative program for pupils subject to~~

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~~lengthy suspension (Alternative Suspension Program or ASP). The principal will communicate to the adult pupil or parent/guardian the purpose and nature of the ASP.~~

~~A pupil cannot be compelled to participate in an ASP. Should the adult pupil or a pupil's parent/guardian choose not to have the pupil participate in an ASP, the pupil will continue to be provided with school work consistent with the Ontario curriculum or that pupil's modified or alternative curriculum to be completed at home for the duration of the suspension. This school work will be available at the school for pick-up at regular intervals during the suspension period. In circumstances where the school work is not picked up, the principal should contact the adult pupil or the pupil's parent/guardian to determine whether the school work will be picked up. The principal should record the follow-up and response.~~

~~A Student Action Plan (SAP) shall be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in an ASP.~~

~~Agreement or refusal to participate in an ASP may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the adult pupil or pupil's parent/guardian declines the offer to participate in an ASP, the principal shall record the date and time of such refusal.~~

**10.6 Planning Meeting**

For pupils subject to a suspension of six (6) or more school days who choose to participate in an ASP, the principal will hold a planning meeting for the purpose of developing the Student Action Plan (SAP). The student or parent/guardian as well as any appropriate teaching and support staff will be invited to participate in the planning meeting. The student or parent/guardian shall be invited for the purpose of providing input. The planning meeting will be scheduled to occur within two (2) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an ASP.

If the adult pupil or the pupil's parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting. During the planning meeting the principal will review the issues to be addressed in the pupil's SAP.

**10.8 Student Action Plan (SAP)**

A pupil subject to suspension for eleven (11) or more school days shall be provided with both academic and non-academic supports, which shall be identified in the pupil's SAP. Pupils subject to a suspension of fewer than eleven (11) school days may be offered non-academic supports where such supports are appropriate and available. ***The principal of the school, in consultation with the student's teacher(s) will develop a***

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***Student Action Plan (SAP) to direct the activities and learning involved in the program. Cooperation with the student and the student's parent/guardian will be sought in developing the SAP.*** The SAP shall be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice principal of the school, guidance counsellor, facilitator, classroom teacher, child and youth and/or social worker. The principal will make every effort to complete the SAP within five (5) school days following the student or parent/guardian informing the school that the student will participate in an ASP. This timeline will be communicated to the student and/or parent/guardian if they are unable to attend the planning meeting for the purpose of providing input. The principal must ensure that the pupil is provided with school work until the SAP is in place. Once completed, the SAP will be shared with the student, or the parent/guardian and the student, and all necessary staff to facilitate implementation. A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.

The SAP will identify:

- the incident for which the pupil was suspended;
- the progressive discipline steps taken prior to the suspension, if any;
- any other discipline measures imposed in addition to the suspension;
- any other disciplinary issues regarding the pupil that have been identified by the school;
- any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
- any program(s) or service(s) that might be provided to address those learning or other needs;
- the academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
- where the pupil has an IEP and/or ability related needs, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
- the non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and

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- ~~the measurable goals the pupil will be striving to achieve during the period of suspension.~~

**10.9 Suspension Appeal Process**

**10.9.1** The adult student or the student's parent/guardian may appeal a suspension to the appropriate superintendent of Education. An appeal of a suspension does not stay the suspension.

**10.9.2** A person who intends to appeal a suspension must give written notice of ~~his/her~~ **their** intention to appeal the suspension within ten (10) school days of the commencement of the suspension.

**10.9.3** An individual who appeals a suspension may argue that ~~his/her~~ **their** rights pursuant to the Human Rights Code have been infringed. In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes ~~his/her~~ **their** rights pursuant to the Human Rights Code have been infringed. The board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).

**10.9.4** Upon receipt of written notice of the intention to appeal the suspension, the appropriate superintendent of Education:

- will promptly advise the school principal of the appeal;
- will promptly advise the adult pupil or the pupil's parent/guardian that a review of the suspension will take place and invite the appellant to contact the appropriate superintendent of Education to discuss any matter respecting the incident and/or appeal of the suspension;
- will review the suspension (reason, duration, any mitigating or other factors, whether or not the Human Rights Code should be or was appropriately applied);
- may consult with the principal and Superintendent regarding modification or expunging the suspension;
- will request a meeting with the adult pupil or the pupil's parent/guardian and the principal to narrow the issues and try to effect a settlement; **and**
- ~~and arrange a date for the appeal before the Suspension Appeals/Expulsion Hearing Committee; and~~

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- will, where a settlement is not effected, provide notice of the review decision to the adult pupil or pupil's parent/guardian.

**10.9.5** Where the suspension is upheld on review and the adult pupil or pupil's parent/guardian chooses to continue with the appeal, the appropriate superintendent of Education will:

**10.9.5.1** Coordinate the preparation of a written report for the board. This report will contain at least the following components:

- a report prepared by the principal regarding the incident, the rationale for suspension and how the principles of equity and inclusion were applied;
- a copy of the original suspension letter;
- a copy of the letter requesting the suspension appeal; and
- a copy of the correspondence with respect to the decision of the appropriate superintendent of Education regarding the suspension review.

**10.9.5.2** *Will, in consultation with the Office of the Director, arrange a date for the appeal before the Suspension Appeals/Expulsion Hearing Committee and ensure that the item is placed on the committee's agenda.*

**10.9.6** *The Office of the Director will* inform the adult pupil or the pupil's parent/guardian of the date of the Suspension Appeal and provide a guide to the process for the appeal and a copy of the documentation that will go to Suspension Appeals/Expulsion Hearing Committee.

~~Ensure that the item is placed on the Suspension Appeals/Expulsion Hearing Committee's agenda.~~

**10.9.7** The parties in an appeal to the Suspension Appeals/Expulsion Hearing Committee shall be: ~~the Principal and the adult pupil, or the pupil's parent/guardian if they appealed the decision.~~

**1.** *The principal who suspended the pupil.*

**2.** *The pupil, if,*

*i. the pupil is at least 18 years old; or*

*ii. the pupil is 16 or 17 years old and has withdrawn from parental control.*



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3. *The pupil's parent/guardian, if the pupil's parent/guardian appealed the decision to suspend the pupil.*
4. *The person who appealed the decision to suspend the pupil, if the decision was appealed by a person other than the pupil or the pupil's parent /guardian.*
5. *Such other persons as may be specified by board policy.*

*A pupil who is not a party to the appeal has the right to be present at the appeal and to make a statement on their own behalf.*

10.10 Suspension Appeal before the Suspension Appeals/Expulsion Hearing Committee of the Board

- 10.10.1 Suspension appeals will be heard orally, in camera, by the Suspension Appeals/Expulsion Hearing Committee of trustees. ***The board may authorize a Suspension Appeals/Expulsion Hearing Committee of at least three members of the board to exercise and perform powers and duties on behalf of the board.***
- 10.10.2 The Suspension Appeals/Expulsion Hearing Committee may grant a person with daily care the authority to make submissions on behalf of the pupil. An adult pupil or pupil's parent/guardian may bring legal counsel, an advocate or support person with them to the appeal.
- The appellant and/or the person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired.
  - The pupil will be asked to make a statement on ~~his/her~~ ***their*** own behalf.
  - The superintendent for the school and/or the principal will make oral submissions on behalf of the administration, including a response to any issues raised in the appellant's submissions. The superintendent/principal may rely on the report prepared for the Suspension Appeals/Expulsion Hearing Committee.
  - The appellant may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the appellant.

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- The Suspension Appeals/Expulsion Hearing Committee may ask any party or the pupil, where appropriate, questions of clarification.

**10.10.3** Adult pupils or a pupil's parent/guardian may be represented by legal counsel or attend with an advocate/agent or the support of a community member. Legal counsel for the board may be present at the appeal if the appellant is represented by legal counsel or an agent.

**10.10.4** The Suspension Appeals/Expulsion Hearing Committee may make such orders or give such directions at an appeal as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, ~~a Trustee~~ **the Chair of the committee** may call for the assistance of a police officer to enforce any such order or direction.

**10.10.5** Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.

**10.10.6** The Suspension Appeals/Expulsion Hearing Committee will consider, based on the written and/or oral submissions of both parties, whether or not the consequence might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and ability, and/or exacerbate the pupil's disadvantaged position in society, and whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall either:

1. confirm the suspension and its duration;
2. confirm the suspension, but shorten its duration, **even if the suspension that is under appeal has already been served and order that the record of the suspension be amended accordingly** and ~~amend the record, as necessary;~~
3. **quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served** ~~quash the suspension and order that the record be expunged;~~ or
4. ~~make such other appropriate order.~~

The decision of the Suspension Appeals/Expulsion Hearing Committee, which is final, will be communicated to the appellant in writing.

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Following a suspension of six (6) or more school days, a re-entry meeting will be held with school and **appropriate** board staff, the pupil, and the pupil's parent/guardian if possible, to provide positive and constructive redirection for the pupil. Where the pupil has participated in an ASP, the pupil's success in achieving the goals outlined in the SAP will be reviewed with the adult pupil or the pupil's parent/guardian and pupil. Further programs and services might be recommended by the principal for the purpose of achieving additional or greater success in meeting the goals outlined in the SAP.

**10.12 Transfer to a Another School**

Following an incident at the school, it might be necessary to transfer to another school the pupil who has been disciplined or victim for safety reasons and/or for compliance with an Order of the Court or police restrictions. To the extent possible, the pupil who has been disciplined rather than the victim should be transferred.

The decision to transfer a student to another school shall only be made by a superintendent in consultation with the sending and receiving school principals and shall be made only where it is consistent with the Human Rights Code.

When it has been determined that a pupil will be transferred to another school, the principal shall ensure that a Transition Plan is developed identifying any additional supports and resources required in the principal's opinion to ensure a successful transition, which might include where appropriate, referrals for social work support, child and youth worker support and/or support from community agencies as well as the development of a transitional Individual Education Plan. Where the pupil has been subject to suspension, the Transition Plan shall be consistent with and coordinated with the SAP developed for suspension purposes.

The principal of the sending school shall invite the adult pupil or parent/guardian and the pupil, where appropriate, to a meeting with representatives from both schools for the purpose of reviewing the Transition Plan, including the timeline for transition and the provision of school work prior to transition in circumstances where the pupil is not subject to an SAP and will not be attending school during the intervening period, to obtain any necessary consents for support services, and to respond to any questions or concerns identified by the receiving school and/or the parent/guardian or pupil. Teaching and support staff of the receiving school who will be working with the pupil once the pupil has transferred should be in attendance, where possible.

All individuals attending the meeting must be informed by the principal that the information shared during the meeting is personal information that must be kept

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confidential pursuant to the Municipal Freedom of Information and Protection of Privacy Act and/or Education Act.

11. Expulsion of Pupils

Principals are required to suspend a student for up to 20 (twenty) school days if the principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the school board. This provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

The principal will also contact the police consistent with the ~~Protocol: Police Involvement in School~~ **Police/School Protocol** if the infraction the pupil is suspected of committing requires such contact. The principal will also consult with ~~his or her~~ **their** Superintendent.

~~The infractions for which a Principal may consider expulsion of a student are:~~

***A principal shall suspend a pupil for up to 20 school days if they believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:***

- Possessing a weapon, including possessing a firearm **or knife**.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or ~~in~~-illegal **or restricted** drugs.
- Committing robbery.
- Giving alcohol to a minor.
- ***Issuing a bomb threat or causing a bomb threat to be issued.***
- ~~Any other activity for which a pupil may be expelled under a policy of the Board.~~
- Bullying, if,
  - i. the pupil has previously been suspended for engaging in bullying, and

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- ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- ~~Any infraction for which a suspension may be considered~~ **Any activity listed in Ontario Education Act subsection 306 (1)** that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
- **An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others.**
- **A pattern of behavior that is so inappropriate that the student's continued presences is injurious to the effective learning and/or working environment of others.**
- **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 board.**
- **Activities engaged in by the student on or off school property that have caused extensive damage to the property of the board or to goods that are/were on board property.**
- **The student has demonstrated through a pattern of behavior that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behavior which would enable them to prosper.**
- **Any act considered by the principal to be a serious violation of the requirements of student behavior and/or a serious breach of the board or school Code of Conduct.**
- **Where a student has no history of discipline or behavior intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behavior and/or a serious breach of the board or school Code of Conduct.**
- **Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.**

A complete list of activities that may lead to possible expulsion is available by consulting Appendix D; Confidential Safe Schools Incident Report Form 1.

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The principal will consider mitigating and other factors (see 10.1) in determining the length of the suspension and in determining whether to recommend expulsion. The principal will make every effort to consult with the student and parent/guardian to assist to identify whether any mitigating factors might apply in the circumstances. In addition to the mitigating and other factors, the principal will consider whether the pupil's continuing presence in the school creates or does not create an unacceptable risk to the safety of any other individual at the school.

**11.2 Suspension Pending Recommendation for Expulsion**

If the pupil is suspended pending an investigation to determine whether expulsion will be recommended, mitigating and other factors must be considered in determining the length of the suspension which can be for one (1) to (20) twenty school days.

**11.3 Procedural Steps when Imposing a Suspension**

When imposing a suspension, the principal is required to affect the following procedural steps:

**11.3.1** Within 24 hours of the decision, the principal must make all reasonable efforts to orally inform the adult pupil or the pupil's parent/guardian of the suspension.

**11.3.2** The principal must inform the pupil's teacher(s) of the suspension.

**11.3.3** The principal must provide written notice of the suspension to the adult pupil, or the pupil's parent/guardian and pupil, and the superintendent. The written notice of suspension will include:

- the reason for suspension;
- the duration of the suspension;
- information about the program for suspended pupils the pupil is assigned to;
- information about the investigation the principal is conducting to determine whether to recommend expulsion; and
- a statement that there is no immediate right to appeal the suspension.

Any appeal must wait until the principal decides whether to recommend an expulsion; and, if the principal decides not to recommend an expulsion, a statement that the suspension may be appealed to the Suspension Appeals/Expulsion Hearing Committee, and, if the principal decides to recommend an expulsion, that the suspension may be addressed at the expulsion hearing.

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**11.3.4** Every effort should be made to include the school work with the letter of suspension to the student and parent/guardian on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the student and parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day, and school work should be made available for the student or parent/guardian or designate to pick-up from the school the following school day. If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent. If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.

**11.3.5** Where the incident is a serious violent incident, such as possession of weapons, physical assault causing serious bodily harm, sexual assault, robbery, extortion or hate motivated violence, consideration should be given to filling out and filing a Violent Incident Form (Appendix B) in the pupil's Ontario Student Record.

**11.4** Alternative Suspension Program (ASP)

**11.4.1** Where a pupil has been suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be assigned an alternative program for pupils subject to lengthy suspension (ASP). The Principal shall communicate to the student or parent/guardian the purpose and nature of the ASP.

**11.4.2** A pupil cannot be compelled to participate in an ASP. Should the student or parent/guardian choose not to have the pupil participate in an ASP, the pupil will be provided with school work consistent with the Ontario curriculum or that pupil's modified and/or alternative curriculum to be completed at home for the duration of ~~his/her~~ **their** suspension. This school work will be available at the school for pick-up by the student's designate or the pupil's parent/guardian or a designate at regular intervals during the suspension period beginning the school day after the student or ~~his/her~~ **their** parent/guardian refuses to participate in an ASP.

**11.4.3** A Student Action Plan (SAP) will be developed for every pupil who agrees to participate in an ASP.

**11.4.4** Agreement or refusal to participate in an ASP may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the pupil or ~~his/her~~ **their** parent/guardian declines the offer to participate in an ASP, the Principal shall record the date and time of such refusal.

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For pupils subject to a suspension pending an investigation to determine whether to recommend an expulsion who choose to participate in an ASP, the principal will hold a planning meeting for the purpose of developing the SAP. The adult pupil or the pupil's parent/guardian and pupil (where appropriate) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting. The planning meeting will be scheduled to occur within two (2) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an ASP. If the adult pupil or the pupil's parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting. During the planning meeting the principal will review the issues to be addressed in the pupil's SAP.

11.6 Student Action Plan (SAP)

A pupil subject to suspension pending an investigation to determine whether to recommend an expulsion will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP. ***The principal of the school, in consultation with the students teacher(s) will develop a Student Action Plan (SAP) to direct the activities and learning involved in the program. Cooperation with the student and the student's parent/guardian will be sought in developing the SAL.*** The SAP will be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice principal of the school, guidance counsellor, facilitator, classroom teacher, child and youth worker and/or social worker. The principal will make every effort to complete the SAP within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an ASP. This timeline will be communicated to the adult pupil or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input. Once completed, the SAP will be shared with the adult pupil, or the pupil's parent/guardian and pupil, and all necessary staff to facilitate implementation. A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.

The SAP will identify:

- the incident for which the pupil was suspended;
- the progressive discipline steps taken prior to the suspension, if any;
- any other progressive discipline measures imposed in addition to the suspension;



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- ~~any other disciplinary issues regarding the pupil that have been identified by the school;~~
- ~~any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;~~
- ~~any program(s) or service(s) that might be provided to address those learning or other needs;~~
- ~~the academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;~~
- ~~where the pupil has an IEP or ability related needs, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;~~
- ~~the non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and~~
- ~~the measurable goals the pupil will be striving to achieve during the period of suspension.~~

**11.7 Principal's Investigation**

The principal shall conduct an investigation promptly following the suspension of the pupil to determine whether to recommend to the Suspension Appeals/Expulsion Hearing Committee that the pupil be expelled. As part of the investigation, the principal will consult with the superintendent and/or appropriate superintendent of Education regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the decision whether to recommend that the pupil be expelled. Before referring a pupil to the Suspension Appeals/Expulsion Hearing Committee of the Board for expulsion, the administration shall consider whether the recommendation might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and ability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation is required. Should the decision be made to refer the pupil to the Suspension Appeals/Expulsion Hearing Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Suspension Appeals/Expulsion Hearing Committee within twenty (20) school days from the date of suspension (unless timelines are extended on consent). Any police investigation will be conducted separately from the principal's inquiry.

As part of the investigation, the principal shall:

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- make all reasonable efforts to speak with the adult pupil or the pupil's parent/guardian and the pupil;
- include interviews with witnesses who the principal determines can contribute relevant information to the investigation;
- make every reasonable effort to interview any witnesses suggested by the pupil, or the pupil's parent/guardian;
- consider the mitigating and other factors when determining whether to recommend to the Suspension Appeals/Expulsion Hearing Committee that the pupil be expelled; and
- consider whether or not the pupil is protected by the Human Rights Code, including but not limited to race and ability, and/or is in a disadvantaged position in society, and evaluate the appropriateness of the accommodation if any was provided.

**11.8 Decision Not to Recommend Expulsion**

Following the investigation and consideration of the mitigating and other factors and the application of the Code, if the principal decides not to recommend to the Suspension Appeals/Expulsion Hearing Committee that the pupil be expelled, the principal must:

- consider whether progressive discipline is appropriate in the circumstances;
- uphold the suspension and its duration;
- uphold the suspension and shorten its duration and amend the record accordingly; or
- withdraw the suspension and expunge the record.

If the principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:

- a statement of the principal's decision not to recommend expulsion to the Suspension Appeals/Expulsion Hearing Committee;
- a statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn;
- if the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Suspension Appeals/Expulsion Hearing Committee, including:

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- a copy of the board policies and guidelines regarding suspension appeals;
- contact information for the appropriate superintendent of Education;
- a statement that written notice of an intention to appeal must be given within five (5) school days following receipt by the party of notice of the decision not to recommend expulsion; or
- if the length of the suspension has been shortened, notice that the appeal from the shortened length of the suspension does not stay the suspension.

**11.9 Recommendation to the Board for an Expulsion Hearing**

If a principal, in consultation with the superintendent, determines that a referral for expulsion is warranted, the principal must refer the recommendation for expulsion to the Suspension Appeals/Expulsion Hearing Committee to be heard within twenty (20) school days from the date the principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

For the purposes of the expulsion proceeding, the principal will:

- 11.9.1** Prepare a report to be submitted to the Suspension Appeals/Expulsion Hearing Committee and provide the report to the pupil and the pupil's parent or guardian (unless the pupil is an adult pupil) prior to the hearing. The report will include:
- a summary of the findings the principal made in the investigation;
  - an analysis of which, if any, mitigating or other factors or Human Rights Code related grounds might be applicable;
  - a recommendation of whether the expulsion should be from the school or from the board; and
  - a recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a board expulsion.
- 11.9.2** Provide written notice of the **pending** expulsion hearing to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:
- a statement that the pupil is being referred to the Suspension Appeals/Expulsion Hearing Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
  - a copy of the board's guidelines and rules governing the hearing before the Suspension Appeals/Expulsion Hearing Committee;
  - a copy of the board Code of Conduct and school Code of Conduct;
  - a copy of the suspension letter;
  - a statement that the pupil and/or his or her parent/guardian has the right to respond to the principal's report in writing;
  - information about the procedures and possible outcomes of the expulsion hearing, including that:

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- if the Suspension Appeals/Expulsion Hearing Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;
- parties have the right to make submissions with respect to the suspension;
- any decision with respect to the suspension is final and cannot be appealed;
- if the pupil is expelled from the school, they will be assigned to another school;
- if the pupil is expelled from the board, they will be assigned to a program for expelled pupils;
- if the pupil is expelled there is a right of appeal to the Child and Family Services Review Board. and
- the name and contact information for the appropriate superintendent of Education.

The superintendent will:

- ~~Advise the Trustee(s) of the general details of the incident, including actions taken or pending.~~
- May arrange a meeting with the adult pupil or the pupil's parent/guardian and pupil and the principal, as appropriate.
  - If a meeting is arranged, the superintendent of Education will review the Suspension Appeals/Expulsion Hearing Committee ~~process~~ **procedure** for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process or incident. and
  - If a meeting is arranged, during the meeting the superintendent of Education may assist to narrow the issues and identify agreed upon facts.
- Will prepare a package of documents for the Suspension Appeals/Expulsion Hearing Committee, which will include at least the following components:
  - a copy of the Principal's Report; and
  - a copy of the original suspension letter and the notice of expulsion sent to the adult pupil or pupil's parent/guardian.
- ~~Will inform the adult pupil or the pupil's parent/guardian of the date and location of the expulsion hearing, will provide a copy of the Expulsion Hearing Rules, and a copy of the documentation to go to the Suspension Appeals/Expulsion Hearing Committee.~~
- Will ensure that the item is placed on the Suspension Appeals/Expulsion Hearing Committee agenda.

**The Office of the Director will:**

- Inform the adult pupil or the pupil's parent/guardian of the date and location of the expulsion hearing, will provide a copy of the ~~Expulsion Hearing Rules~~, **procedure to**

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*be followed in an expulsion hearing*, and a copy of the documentation to go to the Suspension Appeals/Expulsion Hearing Committee.

11.10 Hearing before the Suspension Appeals/Expulsion Hearing Committee

If the principal recommends expulsion, the Suspension Appeals/Expulsion Hearing Committee shall hold a hearing. Parties before the Suspension Appeals/Expulsion Hearing Committee will be: ~~the Principal and the adult pupil or the pupil's parent/guardian.~~

1. The principal.
2. The pupil, if,
  - i. the pupil is at least 18 years old, or
  - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.
3. The pupil's parent or guardian, unless,
  - i. the pupil is at least 18 years old, or
  - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.
4. Such other persons as may be specified by board policy.

If a pupil is not a party, ~~s/he~~ **they** ~~has~~ **have** the right to be present at the expulsion hearing and to make submissions on ~~his/her~~ **their** own behalf. The Suspension Appeals/Expulsion Hearing Committee may grant a person with daily care the authority to make submissions on behalf of the pupil. An adult pupil or pupil's parent/guardian may bring legal counsel, and advocate or support person with them to the expulsion hearing.

**11.10.1** The hearing will be conducted in accordance with the ~~Rules~~ **Procedure to be followed in an Expulsion Hearing of a Student**, of the Suspension Appeals/Expulsion Hearing Committee ~~and the Guideline for Expulsion Hearings~~:

- the Suspension Appeals/Expulsion Hearing Committee shall consider oral and written submissions, if any, of all parties;
- the Suspension Appeals/Expulsion Hearing Committee shall consider whether or not the Human Rights Code should be applied in the circumstances to mitigate the discipline, if any;
- suspension Appeals/Expulsion Hearing Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a board expulsion;
- the Suspension Appeals/Expulsion Hearing Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is

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not imposed, the suspension should be confirmed, shortened or withdrawn;  
and

- such other matters as the Suspension Appeals/Expulsion Hearing Committee considers appropriate.

**11.10.2** In determining whether to impose an expulsion the Suspension Appeals/Expulsion Hearing Committee shall consider the following factors:

The mitigating and other factors:

- whether the pupil has the ability to control his or her behaviour;
- whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
- 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;
- the pupil's academic, discipline and personal history;
- whether 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;
- whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, ability, gender or gender identity, sexual orientation or any other immutable characteristic or harassment for any other reason;
- the impact of the discipline on the pupil's prospects for further education;
- the pupil's age;
- where the pupil has an IEP or ability related needs,
  - whether the behaviour causing the incident was a manifestation of the pupil's ability;
  - whether appropriate individualized accommodation has been provided to the point of undue hardship;
  - whether an expulsion is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether an expulsion is likely to result in a greater likelihood of further inappropriate conduct; and
  - whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

**11.10.3** The application of the Ontario Human Rights Code.

**11.10.4** The submissions and views of the parties.

**11.10.5** Any written response to the principal's report provided before the completion of the hearing; and

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**11.10.6** Whether or not the expulsion might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and ability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation is required in the circumstances.

**11.10.7** Such matters as the Suspension Appeals/Expulsion Hearing Committee considers appropriate.

Where there is a conflict in the evidence presented by the parties on the issue of whether the pupil committed the infraction, the Suspension Appeals/Expulsion Hearing Committee may request further evidence as set out in the ~~Expulsion Hearing Rules~~ ***Procedure to be followed in an Expulsion Hearing of a Student***, subject to the requirement that the hearing take place within twenty (20) school days, or the Suspension Appeals/Expulsion Hearing Committee may assess the evidence and determine whether, on a balance of probabilities, it has been established that it is more probable than not that the pupil committed the infraction.

**11.11 No Expulsion**

If the Suspension Appeals/Expulsion Hearing Committee decides not to expel the pupil, the Suspension Appeals/Expulsion Hearing Committee shall take the submissions of the parties into account, including mitigating and other factors, in determining whether to:

- consider whether other progressive discipline is appropriate in the circumstances;
- uphold the suspension and its duration;
- uphold the suspension and shorten its duration and amend the record accordingly;
- quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record; or
- make such other orders as the Suspension Appeals/Expulsion Hearing Committee considers appropriate.

The Suspension Appeals/Expulsion Hearing Committee shall give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension. The Suspension Appeals/Expulsion Hearing Committee's decision with respect to the suspension is final.

**11.12 Expulsion**

**11.12.1** In the event the Suspension Appeals/Expulsion Hearing Committee decides to impose an expulsion on the pupil, the Suspension Appeals/Expulsion Hearing Committee must decide whether to impose a board expulsion or a school expulsion. In determining the type of the expulsion, the Suspension Appeals/Expulsion Hearing Committee shall consider the mitigating and other

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factors as outlined in 11.10 as well as other factors the Suspension Appeals/Expulsion Hearing Committee considers appropriate.

**11.12.2** Where the Suspension Appeals/Expulsion Hearing Committee decides to impose a school expulsion, then the Suspension Appeals/Expulsion Hearing Committee must assign the pupil to another school. The requirements of school transfers set out in these procedures shall apply. Where the Suspension Appeals/Expulsion Hearing Committee decides to impose a board expulsion, then the Suspension Appeals/Expulsion Hearing Committee must assign the pupil to a program for expelled pupils.

**11.12.3** The Suspension Appeals/Expulsion Hearing Committee must promptly provide written notice of the decision to expel the pupil to all parties, and the pupil, if he or she was not a party. The written notice shall include:

- the reason for the expulsion;
- a statement indicating whether the expulsion is a school expulsion or a board expulsion;
- information about the school or program to which the pupil has been assigned; and
- information about the right to appeal the expulsion, including the steps to be taken.

**11.12.4** Once the principal of alternative programs has received notice that a pupil has been expelled, ~~s/he~~ **they** must create a SAP in a manner consistent with the Board's policy and procedures for programs for expelled pupils.

**11.12.5** An expelled pupil is a pupil of the board, even where ~~s/he~~ **they** attends a program for expelled pupils at another school board, unless ~~s/he~~ **they** does not attend the program or registers at another school board.

**11.13 Re-entry Requirements Following an Expulsion**

A pupil who is subject to a board expulsion is entitled to apply in writing for re-admission to a school of the board once s/he has successfully completed a program for expelled pupils and has satisfied the objectives required for completion of the program, as determined by the person who provides the program. The board shall re-admit the pupil and inform the pupil in writing of the re-admission. A pupil who is subject to a school expulsion may apply in writing to the board to be re-assigned to the school from which s/he was expelled.

**11.13.1** The board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable.



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- 11.13.2** The pupil will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate.
- 11.13.3** The pupil will be required to sign a Declaration of Performance form provided by the board.
- 11.13.4** Following consideration of the principles of equity and inclusion, the board, in its sole discretion, may determine that a different school than the one from which the pupil was expelled is a more appropriate placement for the pupil.

**11.14 Appeal of Board Decision to Expel**

The adult pupil or the pupil's parent/guardian may appeal a board decision to expel the pupil to the Child and Family Services Review Board. The Child and Family Services Review Board is designated to hear and determine appeals of school board decisions to expel pupils. An individual who appeals an expulsion may argue that ~~his/her~~ **their** rights pursuant to the Human Rights Code have been infringed. In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes ~~his/her~~ **their** rights pursuant to the Human Rights Code have been infringed. The decision of the Child and Family Services Review Board is final.

**12. Exclusion**

- 12.1** *The board does not support the use of exclusion as a disciplinary measure. However, in Part X of the Education Act, clause 265(1)(m) permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental wellbeing of the pupils".*
- 12.2** *This provision is frequently referred to as the "exclusion provision".*
- 12.3** *Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m).*
- 12.4** A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the Education Act as a disciplinary measure, as an alternative to discipline.
- 12.5** An exclusion from the school pursuant to section 265(1)(m) of the Education Act shall only be effected in accordance with the Education Act and consistent with the Human Rights Code.

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- 12.6** *Exclusion from school should be temporary and for the purpose of putting in place both internal and/or external supports and program(s) to promote the student's inclusion while supporting the safety of others.*

~~PPM 145 (page 4) states that if a Principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).~~

- 12.7** A pupil is NOT excluded from a class or from the school pursuant to section 265(1)(m) of the Education Act in circumstances where the parent/guardian and the principal, in consultation with the superintendent, AGREE that, as an accommodation and in the best interests of the pupil, the pupil's educational program should be modified such that the pupil is not participating in one or more specific class(es) or is excused from attending school for part or all of the school day during a specific period of time and/or during a specific school event or series of school events.

- 12.8** A pupil is NOT excluded from a class pursuant to section 265(1)(m) of the Education Act by virtue of serving a detention or in-school suspension in another part of the school as part of progressive discipline that has been imposed by the Principal or designate.

**13.** Delegation of Authority

Whenever possible, the board will attempt to have an administrator present on school property. A principal may delegate authority for discipline matters to a vice principal or teacher-in-charge in accordance with the board's procedures. A delegation of authority to a teacher-in-charge will only come into effect if there are no administrators present on school property. Those who are delegated authority for discipline matters must respect and implement their duties and decisions as required by the Education Act, board policies and procedures and the Human Rights Code of Ontario.

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**SAFE SCHOOLS - SYSTEM EXPECTATIONS  
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Vice principals may be delegated authority by the principal to receive oral and written reports of suspension and expulsion infractions from board employees and transportation providers in accordance with this procedure, and to report infractions to the Police in accordance with the ***Police/School Board*** Protocol.

Vice principals may be delegated authority by the principal to conduct an investigation and/or inquiry when an infraction has occurred requiring further information before further action can be taken.

A vice principal may be delegated authority to consider and implement progressive discipline measures following the investigation of an incident, which has occurred on school property, or during a school activity or in circumstances having an impact on the school climate and that by its nature does not require the principal to consider imposing a suspension and does not require the principal to consider imposing a suspension pending an inquiry for the purposes of recommending an expulsion.

A vice principal may be delegated authority to impose a suspension of five (5) or fewer days in accordance with these procedures.

A vice principal may be delegated authority to create and facilitate all aspects of the Student Action Plan process when a pupil has been suspended for five (5) or more days or when a pupil who is referred to the Suspension Appeals/Expulsion Hearing Committee of the Board for expulsion.

A vice principal may be delegated authority to notify a parent/guardian of a pupil who has been the victim of an incident in accordance with the notification provisions outlined in these procedures, including an incident that might lead to a suspension or recommendation for expulsion. The vice principal may communicate the supports being provided for the victim, such as a Safety Plan, as well as any other board and community supports in accordance with these procedures. A vice principal may be delegated authority to develop a victim's Safety Plan.

A vice principal may be delegated authority to develop a Transition Plan for a pupil where a decision has been made by the superintendent in consultation with the principal and consistent with the Human Rights Code that the pupil must be transferred to another school in accordance with these procedures following an incident. The vice principal may also be delegated responsibility for organizing and conducting the transfer meeting.

Authority delegated to the vice principal shall be identified in writing in documentation identifying all of the vice principal's responsibilities and duties within the school, and may include one or more of the following:

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- receive reports about suspension and expulsion infractions from board employees and transportation providers;
- contact police in accordance with the Police and-/School Response Protocol;
- conduct investigations and inquiries;
- consider and implement progressive discipline measures;
- impose suspensions of between one (1) and five (5) days;
- develop and implement Student Action Plans;
- notify a parent/guardian of a pupil who has been the victim of an incident;
- develop a Safety Plan;
- develop a Transition Plan; and
- organize and be responsible for a school transfer meeting.

The principal may delegate the performance of one or more of the above noted responsibilities to a vice principal to be performed by the vice principal despite the principal's presence in the school.

Despite authority to conduct investigations and inquiries, as noted above, where, in the vice principal's opinion, the allegations might attract discipline requiring a suspension of five (5) or more days, the vice principal shall consult with and/or receive direction from the principal or superintendent throughout the investigation process.

A vice principal may not be delegated the power to impose a suspension of more than five (5) days or make the final decision with respect to recommending to the board that a pupil be expelled.

### 13.2 Delegation of Authority to Teacher-in-Charge

A teacher-in-charge may be delegated authority by the principal to receive reports about suspension and expulsion infractions from board employees and transportation providers, in which case, the teacher-in-charge shall at the earliest opportunity inform the principal or vice principal and when the absence of the principal and vice principal might be for two (2) or more days, the superintendent.

A teacher-in-charge may be delegated authority to contact the police in an emergency or in the event of an incident requiring police involvement in accordance with the ***Police/School Board*** Protocol.

A teacher-in-charge may be delegated authority by the principal to conduct an investigation when an infraction has occurred requiring further information before action can be taken. When it appears that the incident might attract discipline in the form of suspension or expulsion, the teacher-in-charge shall NOT proceed to investigate, but shall at the earliest opportunity provide the principal or vice principal, and in the absence of the principal and vice principal for two (2) or more days, the superintendent, with a

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detailed written and oral account of the steps taken and information determined up to that point.

All incidents on school property occurring during a school related activity or having an impact on school climate that might result in suspension or suspension and a recommendation for expulsion shall be reported by the teacher-in-charge to the principal, or the vice principal in the principal's absence, at the earliest opportunity, and in the absence of the principal and vice principal for two (2) or more days, the superintendent.

In such circumstances, the teacher-in-charge may be delegated authority to provide information to the parent/guardian of a pupil, who is NOT an adult pupil and where the teacher-in-charge is NOT of the opinion that informing the parent/guardian would put the pupil at risk of harm, about the fact that harm has been caused and the nature of the harm that has occurred. The teacher-in-charge shall also inform the parent/guardian that, at the earliest opportunity, an administrator will contact the parent/guardian to provide further information about the activity causing harm and the steps that will be taken to support the victim and ensure the victim's safety. The teacher-in-charge may inform a parent/guardian of an adult pupil if that pupil consents to the disclosure of information.

A teacher-in-charge shall NOT be delegated authority to share with the parent/guardian of a victim the name of the suspected perpetrators and/or the discipline measures that might be taken by the school to address the infraction.

The teacher-in-charge may be delegated authority to consider and implement progressive discipline measures following the investigation of an incident, which has occurred on school property, during a school activity, or in circumstances having an impact on the school climate, that by its nature does not require the Principal to consider imposing a suspension and does not require the Principal to consider imposing a suspension pending an inquiry for the purposes of recommending an expulsion.

A teacher-in-charge shall not be delegated authority to suspend a pupil.

If at any time the teacher-in-charge is uncertain or uncomfortable about the duties that have been delegated and/or the possible application of the Human Rights Code, s/he should take immediate steps to contact an administrator. In emergency circumstances, where an administrator is not available, the teacher-in-charge shall contact the emergency administrator who has been identified as a resource.

Written notice identifying the authority being delegated to the teacher-in-charge, the timeframe for the delegation of the authority and the resources available to the teacher-in-charge must be provided in the board-approved form.

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When a teacher-in-charge has been identified to assume duties for a particular timeframe, communication by internal electronic mail shall be provided to all staff members of the school, who are anticipated to be in attendance during the particular timeframe, identifying the name of the teacher-in-charge and the timeframe for the administration's absence.

14. Review

These procedures shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
Policy & Procedures:	September 5, 1995	
1020 Equity and Inclusive Education	<u>Date Revised</u>	Education Act s. Part XIII Behaviour, Discipline and Safety
7030 Harassment & Human Rights	June 22, 1999	
7040 Violence in the Workplace	December 11, 2001	
8040 Trespass to Schools	March 5, 2002	
<del>8070B Maintaining Employee Safety While Delivering Special Education Services</del>	June 27, 2006	
	January 22, 2008	
8071 Bullying Prevention and Intervention	September 28, 2010	
8073 Dress Code	January 22, 2013	

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### **Definitions**

(The following definitions apply for the purposes of the  
8070 Safe Schools – System Expectations Policy and Procedures.)

**Administrator** – includes a superintendent, principal or vice principal with responsibility for the school in question.

**Adult Pupil** – is a pupil who is 18 years or older or 16 or 17 and has removed him/herself from parental control.

**Board Employees who Work with Pupils** – is defined to include administrators, teachers, educational assistants, child and youth workers, social workers, and other professional and para-professional staff who have regular and direct duties with the Board's pupils.

**Board Expulsion** – is an expulsion from all schools of Lakehead Public Schools. *(should this include that “the student is still the responsibility of the Board?”)*

**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.

**Daily Care** – a person with daily care is an adult person (18 years or older) who is not the custodial parent/guardian of a pupil who is less than 18 years old, but is a person who cares for the pupil on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.

**Suspension Appeals/Expulsion Hearing Committee** – a committee of three (3) or more trustees designated to determine suspension appeals and recommendations for expulsion.

**Disproportionate Impact** – is created when discipline impacts a pupil to a greater degree in comparison to his or her peers as a result of factors related to grounds protected by the Human Rights Code.

**Emergency Administrator** – is a superintendent or principal identified by the principal of the school, to which a teacher-in-charge is assigned, as the emergency contact should the administrators of the school not be available in emergency circumstances.

**Harassment** – is words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s), touching or other behaviour that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the Human Rights Code.

**Manifestation of a pupil's ability** – is behaviour that results from a pupil's ability and that a pupil does not intend.

**Parent/Guardian** – where there is a reference to involving or informing a parent/guardian it means the custodial parent or guardian of a minor child who is not an adult pupil.

**Immutable Characteristics** – are characteristics that an individual cannot change or that an individual cannot alter about themselves, such as height.

**Impact on School Climate** – an incident or activity which has a negative impact on the school community.

**Primacy of the Code** – in a circumstance in which there is a conflict between provincial law, such as the Education Act, regulations, Policy Program Memoranda, school Board policies and procedures, and the Human Rights Code of Ontario, the Human Rights Code is deemed to be more important and the inferior law must be applied in a manner consistent with the Human Rights Code (unless there is an explicit exception contained within the other law for such a circumstance). The principle of primacy of the Human Rights Code also requires school Board policies and procedures to be interpreted and applied in a manner consistent with the Human Rights Code.

**School Climate** – is the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

**School Community** – the school community is composed of staff, pupils and parents of the school and feeder schools / family of schools, as well as the community of people and businesses that are served by or located in the greater neighborhood of the school.

**School Expulsion** – is an expulsion from the school of the Board that the pupil was attending at the time of the incident.

**Superintendent Responsible for Student Discipline** – means the supervisory officer delegated authority regarding procedural issues related to suspension appeals and expulsions.

**Teacher-in-Charge** – is a teacher delegated authority by the principal to undertake specified duties with respect to pupil discipline in the absence of administration.

**Undue Hardship** – is the standard for the provision of accommodation, or point to which accommodation must be provided, for a specific pupil by the Board.

**Weapon** – is any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.





## Violent Incident Reporting Form

(To be completed for all violent incidents described in Section A below which result in a suspension)

Name of Student:		DOB:		Male	
				Female	
School Name:		Date of Incident:			

**A. Description of Violent Incident** (X = main reason for suspension/expulsion)

	<b>As per PPM 120</b>
	Possessing a weapon, including possessing a firearm (eg. guns, knives, replicas)
	Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
	Committing sexual assault
	Committing robbery
	Using a weapon to cause or to threaten bodily harm to another person
	Extortion
	Hate and/or bias motivated occurrences
	Other Specify:

**Details of Violent Incident** (brief description of incident; use back of page if necessary)

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**B. Police Contact**

1. Date of Contact	2. Date of police investigation at school	3. Police Department Incident No.

**C. School/Board Response (X)**

Suspension		Expulsion		Other	
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Date of inclusion in OSR: \_\_\_\_\_ Principal/Designate signature: \_\_\_\_\_

- Copies to:
1. OSR
  2. School File for Reporting to Ministry as per PPM 120
  3. Police: - Thunder Bay Police, Chief of Police, 1200 Balmoral Street Thunder Bay P7B 5Z5  
- Ontario Provincial Police, Detachment Commander, 2787 Hwy 11-17, RR #2 Thunder Bay P7C 4V1
  4. Area Superintendent

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## **PROGRESSIVE DISCIPLINE**

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

Prevention and early intervention are important for assisting pupils to achieve their potential and for maintaining a positive school environment. A positive school environment is effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of the school community in the life of the school.

Progressive discipline is most effective when dialogue between the school and home regarding pupil achievement, behaviour and expectations is open, courteous and focused on pupil success. It is an expectation of the Board that principals, vice principals and teachers-in-charge consult with parents prior to imposing any pupil specific progressive discipline preventative measures, positive behaviour management strategies or progressive discipline consequences.

Each school is required to develop and implement a school-wide progressive discipline policy, consistent with the Board Student Discipline Policy and Student Discipline Procedures and the *Human Rights Code*.

Each school is also required to ensure that bullying prevention plans include: (1) awareness raising strategies (2) support strategies, including plans to protect victims; and (3) reporting requirements (please refer to the Bullying Prevention Policy and Procedures). In addition, teaching strategies should include a focus on developing healthy relationships by including bullying prevention throughout the curriculum, preventing homophobia, gender based violence, sexual harassment, inappropriate sexual behaviour, as well as promoting critical media literacy and safe internet use strategies, all of which is to be implemented in a manner consistent with the principles of equity and inclusion.

The teacher, principal or designate should select the most appropriate response to address the pupil's behaviour. Where a pupil has special education and/or ability related needs, the interventions, supports and consequences must be consistent with the expectations for the pupil, including those in the pupil's Individual Education Plan, Behaviour Management Plan and/or Safety Plan.

Progressive discipline includes the use of early and ongoing prevention, intervention strategies and strategies to address inappropriate behaviour. Pupils' parent(s)/guardian(s) should be actively engaged in the progressive discipline approach.

### **Prevention Strategies**

Board employees who work with pupils are expected to support pupils to achieve their potential.

Prevention strategies include supporting pupils, student councils and/or school councils that wish to participate in pupil led alliances or other alliances and/or activities promoting healthy relationships.

Where a pupil has reported harassment, bullying or violence as a result of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*, or inappropriate sexual behaviour, that pupil shall be supported by the school with the provision of contact information about professional supports, such as community agencies, public health facilitates, and telecommunications forums, such as a help-phone-line or website, that the pupil may access directly for information, assistance and/or support in an effort to promote and/or develop healthy relationships.

In accordance with Policy Program Memorandum 149, schools shall be required by the Board to work with agencies and/or organizations in their community that have professional expertise with respect to issues of gender based violence, sexual assault, homophobia and inappropriate sexual behaviour. A current list of community contacts will be created and maintained electronically by the Board and made available to all schools, staff and pupils on the Board's internet and intranet websites. A Protocol

outlining the process for entering into a Memorandum of Understanding with an appropriate community agency and/or organization shall be made available to schools.

Schools shall provide public health units under the responsibility of the local officer of medical health the ability to deliver their mandated public health curriculum.

The Board also expects principals/vice principals 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 pupil with ability related needs is receiving appropriate accommodation up to the point of undue hardship.

Other preventative practices include:

- Human Rights strategy pursuant to PPM 119;
- Anti-bullying and violence prevention programs;
- Mentorship programs;
- Student success strategies;
- Character education;
- Citizenship development;
- Student leadership;
- Promoting healthy student relationships; and
- Promoting healthy lifestyles.

### **Positive Practices**

In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support pupils to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Positive behaviour management practices include:

- Program modifications or accommodations;
- Class placement;
- Positive encouragement and reinforcement;
- Individual, peer and group counselling;
- Conflict resolution/Dispute resolution;
- Mentorship programs;
- Promotion of healthy student relationships;
- Sensitivity programs;
- Safety Plans;
- School, Board and community support programs; and
- Student success strategies.

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of progressive discipline consequences up to and including expulsion from all schools of the Board.

In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized pupils and/or pupils with disabilities.

### **Early and Ongoing Intervention Strategies - Progressive Discipline Consequences**

A teacher or the principal or vice principal, as appropriate, may utilise early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours. These may include:

- Contact with pupil's parent(s)/guardian(s);
- Oral reminders;
- Review of expectations;
- Written work assignment addressing the behaviour, that have a learning component;
- Volunteer services to the school community;
- Conflict mediation and resolution;
- Peer mentoring;
- Referral to counselling; and/or
- Consultation between two (2) or more of the parties.

In all cases where ongoing intervention strategies are used, the pupil's parents/guardians should be consulted.

The teacher, principal or vice principal should keep a record for each pupil with whom intervention strategies are utilized. The record should include:

- name of the pupil;
- date of the incident or behaviour;
- nature of the incident or behaviour;
- progressive discipline approach used;
- outcome; and/or
- contact with the pupil's parent/guardian (unless the pupil is an adult pupil).

### **Addressing Inappropriate Behaviour**

If a pupil has displayed inappropriate behaviour the principal or vice principal may utilize a range of interventions, supports, and consequences that are (1) developmentally appropriate, and (2) include opportunities for pupils to focus on improving their behaviour.

Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community.

Inappropriate behaviour may also include, but is not limited to, one of the following infractions for which a suspension may be imposed:

- any act considered by the principal to be injurious to the moral tone of the school;
- any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; and
- any act considered by the principal to be contrary to the Board or school Code of Conduct.

If a pupil has engaged in inappropriate behaviour and it is the first time that the pupil has engaged in such behaviour, the principal or designate may choose to use a progressive discipline strategy to address the infraction.

Interventions may include:

- meeting with the pupil's parent(s)/guardian(s), pupil and principal;
- referral to a community agency for anger management or substance abuse counselling/intervention;
- detentions;
- withdrawal of privileges;
- withdrawal from class;
- Restitution for damages;
- Restorative practices; and
- Transfer to another class or school.

In some cases, short-term suspension may also be considered a useful progressive discipline approach.

**Factors to Consider Before Deciding to Utilize a Progressive Discipline Consequence to Address Inappropriate Behaviour**

Before applying any progressive discipline consequence, the principal/vice principal shall consider whether or not the progressive discipline consequence might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and ability and whether or not accommodation to the point of undue hardship is required.

In all cases where a progressive discipline consequence is being considered to address an inappropriate behaviour, the principal or vice principal must:

- consider the particular pupil and circumstances, including considering the mitigating or other factors;
- consider the nature and severity of the behaviour;
- consider the impact of the inappropriate behaviour on the school climate; and
- consult with the pupil's parent(s)/guardian (unless the pupil is an adult pupil).

**Mitigating Factors**

The mitigating factors to be considered by the principal before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are:

- whether the pupil has the ability to control his or her behaviour;
- whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
- 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, ability, gender or gender identity, sexual orientation or harassment for any other reason related to an immutable characteristic;
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 ability related needs,
  - Whether the behaviour causing the incident was a manifestation of the pupil's ability;
  - Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
  - 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.

If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.



CONFIDENTIAL  
SAFE SCHOOLS INCIDENT REPORT – 1

Report No. \_\_\_\_\_ School: \_\_\_\_\_

Students Involved  
(if known)

Location of Incident

Check (X) one

☐ At a location in the school or on school property  
Specify: \_\_\_\_\_

☐ At a school-related activity  
Specify: \_\_\_\_\_

☐ On a school bus  
Specify (Route No./Identification): \_\_\_\_\_

☐ Other  
Specify: \_\_\_\_\_

Time of Incident      Date \_\_\_\_\_ Time \_\_\_\_\_

Type of Incident      Check (X) all that apply

ACTIVITIES LEADING TO A POSSIBLE  
SUSPENSION

Under Section 306(1) of the Education Act

- ☐ Uttering a threat to inflict serious bodily harm on another person
- ☐ Possessing alcohol or illegal drugs
- ☐ Being under the influence of alcohol
- ☐ Swearing at a teacher or at another person in a position of authority
- ☐ Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
- ☐ Bullying
- ☐ Conduct inconsistent with the Code of Conduct of the School, Board or Province
- ☐ Any other activity that is an activity for which a Principal may suspend a pupil under a policy of the Board

ACTIVITIES LEADING TO SUSPENSION AND  
POSSIBLE EXPULSION

Under Section 310 (1) of the Education Act

- ☐ Possessing a weapon, including possessing a firearm
- ☐ Using a weapon to cause or to threaten bodily harm to another person
- ☐ Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- ☐ Committing sexual assault
- ☐ Trafficking in weapons or in illegal drugs
- ☐ Committing robbery
- ☐ Giving alcohol to a minor
- ☐ Bullying, if,  
i. the pupil has previously been suspended for engaging in bullying, and  
ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- ☐ Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
- ☐ Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled
- ☐ Any act considered by the Principal to be a serious violation of the School, Board or Provincial Code of Conduct

Report Submitted By (Name) \_\_\_\_\_ Signature \_\_\_\_\_

Contact Information (Location) \_\_\_\_\_ Telephone \_\_\_\_\_

Date \_\_\_\_\_

Note: Detach SSIR-2 and give to the person who submitted the report.

SAFE SCHOOLS INCIDENT REPORT - 2

Report No. \_\_\_\_\_

Report Submitted By (Name) \_\_\_\_\_ Date \_\_\_\_\_

☐ Action Taken      ☐ No Action Taken

Principal \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_



***Provincial Code of Conduct***  
***from Ontario PPM 128 December 05, 2012***

***The provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply to students whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. They also***

***apply to all individuals involved in the publicly funded school system – principals, teachers, other school staff, parents, volunteers, and community groups.***

***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.***

***The standards of behaviour in school board codes of conduct must be consistent with the requirements set out in this memorandum.***

**THE PROVINCIAL CODE OF CONDUCT**

***Purposes of the Code***

***Subsection 301(1) of Part XIII of the Education Act states that “the Minister may establish a code of conduct governing the behaviour of all persons in schools”. Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:***

- 1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.***
- 2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.***
- 3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.***
- 4. To encourage the use of non-violent means to resolve conflict.***
- 5. To promote the safety of people in the schools.***
- 6. To discourage the use of alcohol and illegal drugs.***
- 7. To prevent bullying in schools.***

***Standards of Behaviour***

***Respect, Civility, and Responsible Citizenship***

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

- respect and comply with all applicable federal, provincial, and municipal laws;***

- *demonstrate honesty and integrity;*
- *respect differences in people, their ideas, and their opinions;*
- *treat one another with dignity and respect at all times, and especially when there is disagreement;*
- *respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;*
- *respect the rights of others;*
- *show proper care and regard for school property and the property of others;*
- *take appropriate measures to help those in need;*
- *seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;*
- *respect all members of the school community, especially persons in positions of authority;*
- *respect the need of others to work in an environment that is conducive to learning and teaching;*
- *not swear at a teacher or at another person in a position of authority.*

### ***Safety***

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

- *engage in bullying behaviours;*
- *commit sexual assault;*
- *traffic in weapons or illegal drugs;*
- *give alcohol to a minor;*
- *commit robbery;*
- *be in possession of any weapon, including firearms;*
- *use any object to threaten or intimidate another person;*
- *cause injury to any person with an object;*
- *be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;*
- *inflict or encourage others to inflict bodily harm on another person;*
- *engage in hate propaganda and other forms of behaviour motivated by hate or bias;*
- *commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.*

### ***Roles and Responsibilities***

#### ***School Boards***

***School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:***

- *develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote*  
*and support respect, civility, responsible citizenship, and safety;*
- *establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;*
- *review these policies regularly with those listed above;*
- *seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee;*



- *develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;*
  - *provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.*
- Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.*

#### ***Principals***

*Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:*

- *demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;*
- *holding everyone under their authority accountable for his or her behaviour and actions;*
- *empowering students to be positive leaders in their school and community;*
- *communicating regularly and meaningfully with all members of their school community.*

#### ***Teachers and Other School Staff***

*Under the leadership of their principals, teachers and other school staff maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:*

- *help students work to their full potential and develop their sense of self-worth;*
- *empower students to be positive leaders in their classroom, school, and community;*
- *communicate regularly and meaningfully with parents;*
- *maintain consistent standards of behaviour for all students;*
- *demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;*
- *prepare students for the full responsibilities of citizenship.*

#### ***Students***

*Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour.*

##### ***Respect***

*and responsibility are demonstrated when a student:*

- *comes to school prepared, on time, and ready to learn;*
- *shows respect for himself or herself, for others, and for those in authority;*
- *refrains from bringing anything to school that may compromise the safety of others;*
- *follows the established rules and takes responsibility for his or her own actions.*

#### ***Parents/Guardians***

*Parents/guardians play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:*

- *show an active interest in their child's school work and progress;*
- *communicate regularly with the school;*
- *help their child be neat, appropriately dressed, and prepared for school;*
- *ensure that their child attends school regularly and on time;*
- *promptly report to the school their child's absence or late arrival;*
- *show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;*
- *encourage and assist their child in following the rules of behaviour;*
- *assist school staff in dealing with disciplinary issues involving their child.*

#### ***Community Partners and the Police***

*Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Aboriginal Elders) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.*

*The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.*



### **References and Resources**

Education Act Ontario R.S.O. 1990, CHAPTER E.2 Part XIII Behaviour Discipline and Safety

Education Act Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils

PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario  
Schools

PPM 120: Reporting violent incidents to the Ministry of Education

PPM 128: The Provincial Code of Conduct and School Board Codes of Conduct

PPM 141: School Board Programs For Students On Long-Term Suspension

PPM 142: School Board Programs For Expelled Students

PPM 144: Bullying Prevention and Intervention

PPM 145: Progressive Discipline and Promoting Positive Student Behaviour

PPM 149: Protocol For Partnerships With External Agencies For Provision Of Services By  
Regulated Health Professionals, Regulated Social Service Professionals, And  
Paraprofessionals

Provincial Model for a Local Police / School Board Protocol

Safe Schools: Progressive Discipline

Policies and Procedures from the following: Grand Erie District School Board, District School  
Board Ontario North East, Simcoe County District School Board, Halton District School Board,  
Rainy River District School Board and Upper Grand District School Board.

**SCHOOL-COMMUNITY RELATIONS****8000**~~SEPTEMBER 8, 2015~~**~~SAFE SCHOOLS PROCEDURES:  
MAINTAINING EMPLOYEE SAFETY WHILE  
DELIVERING SPECIAL EDUCATION SERVICES~~****8070B**~~1. The Policy~~

~~It is the policy of Lakehead District School Board to provide safe learning environments for students, staff, volunteers, and the general public. It is also recognized that enhanced measures may be required while special education services are being delivered.~~

~~2. Violence Against Staff~~

~~Although the communication of expectations and consequences may be modified to meet the needs of students, responses will be consistent with the policies and procedures of Lakehead District School Board.~~

~~2.1 It is an expectation that all individuals, including students, will take an active role in preventing violence.~~

~~2.2 Staff will work with students and parents to maintain safe schools.~~

~~2.3 The education plan for a student whose behaviour poses ongoing risk to students, staff or others will be modified to address inappropriate behaviours.~~

~~3. Defining Violence in the Workplace~~

~~Violence is defined in Procedure 8070A #3 (Safe Schools Procedures: Employee Protection) as an act of aggression which produces damaging or hurtful results.~~

~~3.1 Student and Public Aggression (Procedure 8070A #3.1.1) applies to special education settings.~~

~~3.2 In response to violence in the workplace, the Health and Safety Officer will monitor the internal risk environment of the Board and respond to events that could jeopardize Lakehead District School Board staff.~~

~~4. General Procedures~~

~~4.1 An employee who is seriously threatened or put at risk in a special education setting will ensure the "Duty of Care" of the student(s) in their charge. The employee will immediately report the circumstances to their supervisor, who will promptly assess the situation in consultation with Lakehead District School Board's Health and Safety Officer to determine whether:~~

- ~~• an assault or a serious threat has taken place;~~
- ~~• the victim is in need of medical, emotional or other assistance; and/or~~
- ~~• when and in what circumstances the original work should be resumed.~~

**SCHOOL-COMMUNITY RELATIONS****8000**~~SEPTEMBER 8, 2015~~**~~SAFE SCHOOLS PROCEDURES:  
MAINTAINING EMPLOYEE SAFETY WHILE  
DELIVERING SPECIAL EDUCATION SERVICES~~****8070B**

- 4.2 — ~~A Violent Incident Report Form must be submitted to the Human Resources Department by the employee and/or supervisor (see Procedure 8071.4.2). Copy to be included in OSR.~~
- 4.3 — ~~If required, the school principal may arrange immediate support to the student(s) and the staff as determined in consultation with the Health and Safety Officer. This support may be required to meet:~~
- ~~• physical needs (i.e. medical, physical therapy, etc.);~~
  - ~~• emotional needs (i.e. counselling, EAP, etc.); and/or~~
  - ~~• risk management needs (i.e. assistive devices, support staff, training, etc.).~~
- 4.4 — ~~The principal and the Health and Safety Officer will investigate the circumstances surrounding the incident(s). The investigation will include a review of:~~
- ~~• current identification;~~
  - ~~• current placement;~~
  - ~~• current work procedures; and~~
  - ~~• documentation (OSR, Violent Incident Report(s), statements from parents, staff, administration, agencies and the student).~~
- 4.5 — ~~Based on the findings of this investigation, the Principal will determine the degree of intention required, and recommend appropriate actions to prevent a reoccurrence. Copy (of all documentation) to be included in OSR. Parents (guardians) will be notified in writing in all cases of violent incidents. Short term and long term responses may include:~~
- ~~• environmental modifications;~~
  - ~~• work procedures;~~
  - ~~• staff training;~~
  - ~~• counselling;~~
  - ~~• suspension;~~
  - ~~• modified school attendance;~~
  - ~~• an IPRC to review the appropriateness of placement and/or identification;~~
  - ~~• alternative placement;~~
  - ~~• police intervention; or~~
  - ~~• other intervention deemed appropriate.~~

**5. — Employee Support**

- 5.1 — ~~Any employee who feels that a violent incident has not been effectively dealt with may directly contact the Area Superintendent to review the circumstances and advise the employee.~~
- 5.2 — ~~Lakehead District School Board will assist any employee who has been subject to aggression in the line of work.~~

**SCHOOL-COMMUNITY RELATIONS****8000****SEPTEMBER 8, 2015****SAFE SCHOOLS PROCEDURES:  
MAINTAINING EMPLOYEE SAFETY WHILE  
DELIVERING SPECIAL EDUCATION SERVICES****8070B**

5.3 — Students who demonstrate violence toward Lakehead District School Board employees will be identified as such on their Education Plans. Principals are to ensure that personnel are informed of potential behaviour, and are appropriately trained to deal effectively and proactively with the student.

6. — Review

These procedures shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u><b>Cross Reference</b></u>	<u><b>Date Approved</b></u>	<u><b>Legal Reference</b></u>
Safe Schools Procedures (8070)	September 28, 1999	=====
Safe School Procedures: Employee Protection (8070A)	<u><b>Date Revised</b></u>  Reviewed by: _____	=====

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