



Office of the Director

Jim McCuaig Education Centre
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STANDING COMMITTEE
Tuesday, May 9, 2017
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. Delegations/Presentations		
4.1 Introduction of the 2017-2018 Student Trustee	D. Massaro	Verbal
4.2 Five Mile Public School - <i>Five Mile Green Team: Leadership & Environmental Stewardship</i>	C. Kappel	1-3
4.3 Urban Garden Delegation #1	R. Smith	Verbal
4.4 Urban Garden Delegation #2	B. Cryderman	Verbal
5. Confirmation of Minutes		
5.1 Standing Committee Meeting - April 11, 2017	G. Saarinen	4-6
6. 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

MATTERS NOT REQUIRING A DECISION

- | | | | |
|----|---|-----------|------|
| 7. | Information Reports | | |
| | 7.1 Parent Involvement Committee Meeting Minutes
- March 6, 2017 | I. MacRae | 7-10 |

8. First Reports

MATTERS FOR DECISION:

- | | | | |
|-----|--|------------|-------|
| 9. | Postponed Reports | | |
| 10. | Ad Hoc and Special Committee Reports | | |
| 11. | New Reports | | |
| | 11.1 2017 To 2025 Policy Review Schedule (028-17) | I. MacRae | 11-13 |
| | <i>It is recommended that Lakehead District School Board approve the 2017 to 2025 Policy Review Schedule, Appendix A to Report No. 028-17.</i> | | |
| | 11.2 Approval of Appointment to the Special Education Advisory Committee (SEAC) (031-17) | C. Kappel | 14 |
| | <i>It is recommended that Lakehead District School Board approve the appointment of Jennifer Bean as a member to the Special Education Advisory Committee representing Anishnawbe Mushkiki, for the term ending November 30, 2018.</i> | | |
| | 11.3 Policy Review – 8071 Bullying Prevention and Intervention (032-17) | C. Kappel | 15-34 |
| | <i>It is recommended that Lakehead District School Board approve 8071 Bullying Prevention and Intervention Report, Appendix A to Report No. 032-17.</i> | | |
| | 11.4 Approval of Standing Committee and Regular Board Meeting Schedule 2017-2018 (033-17) | D. Massaro | 35-36 |
| | <i>It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2017-2018, as set out in Appendix A to Report No. 033-17.</i> | | |

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

		<u>Resource Person</u>	<u>Pages</u>
11.5	Policy Review – 3020 – Legal Representation Policy (034-17)	I. MacRae	37-39

It is recommended that Lakehead District School Board approve 3020 – Legal Representation Policy, Appendix A to Report No. 034-17.

- 12. New Business
- 13. Notices of Motion
- 14. Information and Inquiries
- 15. Adjournment

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



CELEBRATING STUDENT ACHIEVEMENT

School: Five Mile Public School

Title of Initiative: Five Mile Green Team: Leadership & Environmental Stewardship

Components of Initiative	School's Details
<p>1. Description of the nature of the initiative to improve student achievement</p>	<p>Over the last couple of years, Five Mile Public School has focused on supporting and nurturing student leadership as well as fostering environmental stewardship.</p> <p>Our Five Mile Green Team, which consists of students in Grades 3 to 8, has been actively coming together to create incredible opportunities for all students and staff.</p>
<p>2. Rationale for selecting the initiative</p>	<p>At Five Mile Public School, we know that student achievement improves when student leadership is fostered.</p> <p>Student leadership encompasses many of the ideas and intentions that are often described as student participation, student agency or student voice.</p> <p>The term student leadership refers to education principles and practices that give young people the opportunities and support to find their voices, to participate in decision-making, and to understand their rights and responsibilities as active citizens.</p> <p>When students are given the skills and opportunity to lead within their schools, they are empowered to have a real impact on their learning and school environment and are prepared to participate meaningfully in their community (Black et al, 2014).</p> <p>Equally as important at Five Mile Public School is to support students in developing environmental stewardship.</p> <p>The concept of environmental stewardship, a term championed by Aldo Leopold, is explained as “dealing with [human’s] relation to land and to the animals and plants which grow upon it.” Today the term has come to encompass the responsible care of land and resources, while recognizing that humans are a part of complex natural systems on earth and should embody an ethic of care.</p> <p>By learning about environmental issues and deciding how to take positive action, students can become stewards of the environment, as well as leaders within their schools, school boards and wider communities. These actions not only decrease the impact that schools have on the environment, but also provide opportunities for students to apply their environmental</p>

Components of Initiative	School's Details
	<p>learning in real-world contexts, preparing them to become active and engaged citizens.</p> <p>We know that when students feel connected to school and their environment, and are responsible for the activities that take place within the building, then they are more engaged improving student achievement.</p>
<p>3. Intended outcomes of the initiative related to improved student achievement</p>	<p>Our intended outcome is to support student leadership, and to foster environmental stewardship in our school.</p> <p>We wanted to connect environmental learning to action at the school level, giving students an opportunity to learn about various environmental issues and share this learning with other members of our community.</p> <p>We also wanted to help foster more positive relationships between all divisions within our school community.</p>
<p>4. Description of the data used</p>	<p>Anecdotal observational data was used to establish the need for a school-wide cultural shift in attitudes to others.</p>
<p>5. Brief description of the significant activities or strategies involved with the initiative</p>	<p>Community Involvement: Community engagement is an ongoing focus of our school improvement journey. We think differently about the ways in which we engage our parents and guardians to be involved in the learning of our students and we support well-being through community outreach projects like our community garden.</p> <p>Refillable Water Stations: Through Entrepreneurial Adventure, several of our classes have partnered with local business to create a business plan connected to baking all natural dog treats that will be sold at the school with the profits going towards supporting our Green Teams campaign to get an additional refillable water station for our school.</p> <p>School Yard Greening: We have been working on improving our schoolyard. In particular, we have created several outdoor learning spaces. Our community garden, that was started a couple of years ago, was a shared project with several of our classes and our School Council. At Five Mile Public School, we recognize the beauty of the outdoor environment and utilize these resources as an integral part of our community.</p>
<p>6. One or two highlights of the above activities</p>	<p>Our Five Mile Public School student leaders have all had a chance to experience the value and importance of being responsible. Another highlight is that our student body is becoming more familiar with students in other divisions and are able to meet up with many staff members in different contexts in order to build more meaningful relationships. Our Green Team has fostered a school-wide cooperative and respectful school culture that emphasizes environment education and citizenship. The most powerful highlight of this journey is to walk through the school and to talk to students in their classrooms about how our Green Team has made Five Mile a better place.</p>

Components of Initiative	School's Details
7. Description of any unexpected results or "moments of serendipity" related to the initiative	<p>More students are getting involved in Green initiatives and projects. Also, some of our quiet students have stepped up to the challenge and were able to show their inner leadership qualities.</p> <p>Another unexpected result was that many of our younger students have role models and a friendly face with the 'bigger' kids.</p> <p>Students' confidence has increased as has their engagement and ownership in the entire learning process. Staff has noted improvements in playground behaviour and student interactions as students engage in the natural environment in a cooperative and respectful way.</p> <p>Staff and students have also noted that they have been able to build stronger relationships, which stretch beyond their classrooms and divisions.</p> <p>Parents have noted and commented on significant changes in the school environment and improvements in their children's perceptions around environmental issues and our natural playground.</p>
8. Description of one or two interesting findings that would be useful or helpful to other schools	<p>It is so important to have a teacher champion who is passionate about environmental education and uses this to inspire students to action.</p> <p>Our Green Team is also fluid in its membership. Often throughout the school year, depending on other teams/groups that may be drawing on the same student population, students have to choose whether or not they can make it to meetings/activities. Membership often fluctuates and students are flexible in responding to whatever roles/responsibilities they need to fill.</p>
9. Identification of one or two noteworthy hurdles or stumbling-blocks	<p>Most of the hurdles and stumbling blocks are due to our climate and school year. We have been hit by frost when trying to plant and our school year does not fit well with the growing season, so some garden maintenance has been a bit of an issue.</p>
10. Next steps in pursuing the initiative	<p>To expand the Green Team and our EcoSchools to more formally involve other staff members and classes.</p>
11. Lessons learned about the school's efforts to improve student achievement	<p>Overall, this initiative has been beneficial in many areas of our school, both for students and staff. This initiative has helped create connections and relationships that may not have had the opportunity to be made without the program.</p>

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre

2017 APR 11
7:30 p.m.

TRUSTEES PRESENT:

Deborah Massaro (Chair)
Marg Arnone
Ellen Chambers
Ron Oikonen

Jack Playford
Trudy Tuchenhagen
Karen Wilson
Robyn Sulkko (Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

George Saarinen

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
Colleen Kappel, Superintendent of Education
Sherrilynne Pharand, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Denise Baxter - Lakehead Principals/Vice Principals
Christy Radbourne – Lakehead Principals/Vice Principals

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Wilson

Seconded by Trustee Tuchenhagen

“THAT the Agenda for Standing Committee Meeting, April 11, 2017 be approved.”

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Arnone

Seconded by Trustee Oikonen

“THAT we resolve into Committee of the Whole – Closed Session with Trustee Massaro in the Chair to consider the following:

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *February 14, 2017*
- *Personnel Matters*
- *Property Matter*

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 Arnone

Seconded by Trustee Wilson

“THAT the Standing Committee approve the minutes of the Standing Committee Meeting, February 14, 2017.”

CARRIED

MATTERS FOR DECISION:

5. Policy Review – 7010 Police Record Checks (016-17)

Moved by Trustee Wilson

Seconded by Trustee Playford

“THAT Lakehead District School Board approve 7010 Police Records Checks Policy, Appendix A to Report No. 016-17.”

CARRIED

6. Policy Review – 7080 Health and Safety (026-17)

Moved by Trustee Tuchenhagen

Seconded by Trustee Arnone

“THAT Lakehead District School Board approve 7080 Health and Safety Policy, Appendix A to Report No. 026-17.”

CARRIED

7. Policy Review – 4005 English Language Learners (027-17)

Moved by Trustee Tuchenhagen

Seconded by Trustee Oikonen

“THAT Lakehead District School Board approve 4005 English Language Learners Policy, Appendix A to Report No. 027-17.”

CARRIED

8. Information and Inquiries

8.1 Trustee Massaro reported that she attended the *Everyone Matters Day* event today at Claude E. Garton Public School with Mayor Keith Hobbs and the Crime Prevention Council.

9. Adjournment

Moved by Trustee Wilson

Seconded by Trustee Chambers

“THAT we do now adjourn at 8:25 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Library
Superior C.V.I.

2017 MAR 6
6:30 p.m.

MEMBERS PRESENT:

Nicole Carlson	Krista Power
Jennifer Davis	Laura Prodanyk
Jerry DeVries	Laura Sylvestre
Robert Eady	Laura Walker
Melissa Hrabok	Nicole Walter-Rowan
Dave Isherwood	
Donica LeBlanc	
Ian MacRae	

RESOURCE:

Judy Hill, Executive Assistant
Bruce Nugent, Communications Officer

MEMBERS ABSENT, WITH REGRET:

Marg Arnone
Katie Hughdie
Sharon Kanutski
Trudy Tuchenhagen

GUESTS:

Marci Lindsey, Relationship Manager, Canada Homestay
My-Tien Nguyen, Coordinator, Lakehead Public Schools International
Michelle Probizanski, Principal, Superior C.V.I.
Susan Reppard, School Council Chair, Superior C.V.I.
Cheryl Sillen, School Council Representative, Superior C.V.I.
Virginia Steele, School Council Representative, Superior C.V.I.

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

Laura Sylvestre, Chair of the Parent Involvement Committee, called the meeting to order and introductions were made around the table.

Ian MacRae, Director of Education, thanked Michelle Probizanski, Principal of Superior C.V.I. for hosting the Parent Involvement Committee meeting at the school and welcomed members from the Superior C.V.I. school council.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. Approval of the Agenda

The agenda was approved by consensus with the following changes:

Items:

- 7.1 2017-2018 Budget
- 7.2 Health & Safety Policy 7080
- 7.3 International Student/Homestay Program
- 7.4 New Kindergarten Report Card

be received first on the agenda.

4. 2017-2018 Budget

David Wright, Superintendent of Business, presented information on the 2017-2018 budget process. Members' questions were addressed.

5. Health and Safety Policy 7080

Kyle Ulvang, Health and Safety Officer presented the draft policy. Input to the policy is due March 29, 2017.

6. International Students/Homestay Program

My-Tien Nguyen, Coordinator, Lakehead Public Schools International, reported that the Board has been actively pursuing students from abroad to attend our secondary schools and hopefully on to Lakehead University and/or Confederation College. There are currently approximately 115 international students from 35 countries attending our schools, elementary and secondary that are of visa, exchange, and immigrant or refugee status.

Marci Lindsay, Relationship Manager, Canada Homestay, provided information on how to become a host parent for these international students and the benefit to both the student and the host family. Questions from the group were addressed.

7. New Kindergarten Report Card

Donica LeBlanc, Supervising Principal, Early Learning Lead, provided an overview of the new kindergarten report card that was implemented across the system as of January 2017.

8. Confirmation of Minutes – January 23, 2017

The minutes were confirmed by consensus.

9. Kindergarten Information Evening Follow-Up

Bruce Nugent, Communications Officer, reported that once again we had an excellent turnout for the kindergarten registration evening at the Valhalla Inn on February 6, 2017. Open houses at the schools on February 8, 2017 were well attended and on-line registration was well received.

10. Report from Sub-Committee re PIC Event Follow-Up

Bruce Nugent, Communications Officer, reported on the recommendations from the sub-committee. The committee has recommended the re-establishment of the Council of School Council Chairs effective November 2017, following the new school councils for the 2017-2018 school year. It is also recommended that the new Council of School Council Chairs report to the Parent Involvement Committee.

11. School Year Calendar Report

Nicole Carslon, Parent Involvement Committee representative on the School Year Calendar Committee, reported that the committee has proposed a school year start date of September 5, 2017, with September 6 being the first day of classes, winter break December 25 to January 5, 2018 inclusive and spring break the week of March 12, 2018. The calendar has been sent to the Ministry for approval.

12. PIC Budget Deputation

Members were asked for feedback into this year's PIC Budget Deputation. Feedback can be emailed to Judy jhill@lakeheadschoools.ca by Monday, March 27, 2017. Laura Sylvestre, Chair, and Jennifer Davis, Co-Chair, will present PIC's budget deputation at the 2017-2018 Budget Input session on Monday, April 10, 2017.

13. OPSBA 2017 Awards Program

Individuals may nominate non-teaching staff, volunteers, parents and community partners for their contribution to the overall well-being of the school(s) or community(s). This information has been shared with school council chairs as well. Completed nomination forms are due to Michelle Tavares in the Office of the Director Michelle.Tavares@lakeheadschoools.ca no later than Friday, March 31, 2017.

14. PIC By-Law Review Ad Hoc Committee

A review of PIC By-Laws is required prior to September 15, 2017. Laura Sylvestre, Chair, asked for volunteers to sit on an ad hoc committee to review the current By-Laws. Laura Sylvestre, Chair, Jennifer Davis, Co-Chair and Laura Walker, Parent Member, volunteered to be on the committee. A meeting will be held prior to the end of June.

15. PIC Work Plan

It was suggested to add the recommendations from the sub-committee for the PIC event follow-up of the reformation of the Council of School Council Chairs in November 2017 and that the new Council of School Council Chairs report to the Parent Involvement Committee to the work plan. The work plan will be brought forward to the May 1, 2017 meeting.

16. PIC Symposia April 2017

The 8th annual PIC symposia will be held on Saturday, April 29, 2017 from 9:00 a.m. to 4:00 p.m. at the Valhalla Inn. Laura Sylvestre, Chair, and Jennifer Davis, Co-Chair will attend the symposia on behalf of PIC. In addition, five (5) school council parent members will be invited to attend. Judy will email school council chairs to submit their name if they are interested in attending.

17. Aboriginal Education Advisory Committee Report

Nicole Walter-Rowan, Teacher Representative on PIC, provided an update. Amy Farrell-Morneau, FNMI Community Liaison Officer, produced a video entitled Lakehead Public Schools Cultural Awareness Training – Reconciliation that will be shared with all staff for Cultural Awareness training. Cultural Awareness training is provided to all staff every second year.

18. Director's Report

Director MacRae reported that the 2017-2018 PRO Grant information has been received and shared with principals and school council chairs. Applications for the grant are due May 25, 2017. The Minister of Education, Mitzie Hunter, attended at the Lakehead Adult Education Centre on Tuesday, January 24, 2017 and focused her address on the collaborative initiative between the Lakehead District School Board and Roots to Harvest. The Deputy Minister, Bruce Rodrigues, toured Superior C.V.I. on February 22, 2017.

Director MacRae reported that there is a current balance of \$7,887.00 in the Parent Involvement Committee budget.

19. Other Business

Director MacRae thanked Michelle Probizanski, Principal of Superior C.V.I. for providing a tour of the school to members of the Parent Involvement Committee and thanked the members from the school council for attending the meeting.

20. Next Meeting

The next meeting will be held on Monday, May 1, 2017 in the Board Room of the Jim McCuaig Education Centre.

21. Adjournment

The meeting adjourned at 8:45 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2017 MAY 09
Report No. 028-17

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

RE: 2017 to 2025 POLICY REVIEW SCHEDULE

1. Background

- 1.1 Section 5.1 *Identification of Policies Requiring Development and/or Review of Policy 2010 Policy Development and Review* identifies that “Senior Administration prepares an annual plan of action that outlines the process for managing policies for development and for review.”
- 1.2 Section 5.4 states “The Standing Committee considers policies annually for development or review.”
- 1.3 Section 4.1 *Policy Review of Procedures 2010 Policy Development and Review* states “A specified review date will be established for all policies.”
- 1.4 Section 4.2 states “The Standing Committee shall annually review the status of current policies.”

2. Situation

- 2.1 Section 5.5 *Identification of Policies Requiring Development and/or Review of Policy 2010 Policy Development and Review* states “The Standing Committee will recommend all Policies to be reviewed or developed to the Board for approval.”
- 2.2 The 2017 to 2025 review schedule (Appendix A) is attached for the Standing Committee’s consideration.

RECOMMENDATION:

It is recommended that Lakehead District School Board approve the 2017 to 2025 Policy Review Schedule, Appendix A to Report No. 028-17.

Respectfully submitted,

IAN MACRAE
Director of Education

ANNUAL POLICY DEVELOPMENT AND REVIEW PLAN			
September 2017 to June 2025			
Year	Policy #	Title	Superintendent
1 2017-2018	2010 8080	Policy Development and Review School Council	I. MacRae
	4045 6040	Environmental Reporting of Children in Need of Protection	C. Kappel
	4022 4023	Prior Learning Assessment & Recognition Prior Learning Assessment & Recognition for Mature Students	S. Pharand
	8011 8050	Use of School Buildings, Facilities and Grounds Naming and Opening of New or Consolidated School	D. Wright
2 2018-2019	3001	Governance	I. MacRae
	5010 6050	Special Education Food and Beverage	C. Kappel
	4030	Territorial Student Program – Transportation & Services	S. Pharand
	4035 8061	Board and Lodging – Payment Aboriginal Education Advisory Committee	
	3030 8010	Purchasing Fees for Learning Materials and Activities	D. Wright
3 2019-2020	3090 8073	Use of Board Logo Dress Code	I. MacRae
	6061 6062	Administration of Oral Medication Anaphylaxis and Medical Emergency Management	C. Kappel
	4021	Assessment & Evaluation	S. Pharand
	3073 3074 6022	Corporate Credit Card Expense & Travel Reimbursement Kingfisher Outdoor Education	D. Wright
	1020 3100 4020 8072	Equity & Inclusive Education Accessibility Standards For Customer Service Alternative Schools Sexual Orientation & Gender Identity	C. Kappel
	3080	Research	S. Pharand
	7030 8012	Harassment and Human Rights Fundraising in the Schools	D. Wright
5 2021-2022	3095	Student Trustee	I. MacRae
	8091	Use of Volunteers in Schools	C. Kappel
	4010	Program Implementation	S. Pharand
	3040 3060 3071 3093 3096 7020 8090	Transportation Leasing of Space Advertising Information Security Information/Communication Technology Use Equitable Employment Community/Education Partnerships	D. Wright

Year	Policy #	Title	Superintendent
6 2022-2023	3094	Electronic Meetings	I. MacRae
	8070	Safe Schools – System Expectations	C. Kappel
	1011	Access to System Programs	S. Pharand
	7060	Staff Training	
	8062	Voluntary Aboriginal Student Self-Identification	
	8065	Voluntary Aboriginal Staff Self-Identification	
	9020	Library Resource Centre	D. Wright
	3092	Privacy and Information Management	
	3070	Allowance for Use of Personal Vehicle	
	6010	Emergency Evacuation and School Closure	
8074	Concussions		
7090	Accommodation in the Workplace		
9010	School Accommodation		
9015	Facility Partnership		
7 2023-2024	3072	Advocacy	I. MacRae
	6020	Extended Field Trip	C. Kappel
	6021	Day Field Trip	
	8020	Access to Schools/Board Premises	
	4040	French Immersion	S. Pharand
	3026	Budget Variance	D. Wright
	3061	Reclamation of Properties	
	3091	Security	
	7011	Teacher Performance Appraisal	
7040	Violence in the Workplace		
9030	Playground Structures		
8 2024-2025	3005	Ontario Student Record	I. MacRae
	3020	Legal Representation	
	8015	Display of Flags	
	8071	Bullying Prevention and Intervention Prevalent Medical Conditions	C. Kappel
	4005	English Language Learners	S. Pharand
	3010	Fees	D. Wright C.Kappel/ D. Wright
	6070	Video Surveillance	
	7010	Police Record Checks	
7080	Health & Safety		
8014	Advertising in the Schools		

May 9, 2017

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2017 MAY 09
Report No. 031-17

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

RE: APPROVAL OF APPOINTMENT TO THE SPECIAL EDUCATION ADVISORY
COMMITTEE (SEAC)

1. Background

- 1.1 According to Reg. 464/97 of the Education Act, the Board must establish a Special Education Advisory Committee.
- 1.2 At the Inaugural Board Meeting on December 2, 2014, Lakehead District School Board approved nine local associations/organizations for membership and six alternates to the Special Education Advisory Committee for the next four year term.

2. Situation

Anishnawbe Mushkiki has nominated a new member, Jennifer Bean. Ms. Bean will replace Sheila Marcinyshyn, previous member from Anishnawbe Mushkiki.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the appointment of Jennifer Bean as a member to the Special Education Advisory Committee representing Anishnawbe Mushkiki, for the term ending November 30, 2018.

Respectfully submitted,

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2017 MAY 09
Report No. 032-17

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

RE: POLICY REVIEW – 8071 BULLYING PREVENTION AND INTERVENTION

1. Background

- 1.1 On January 22, 2013, the Bullying Prevention and Intervention Policy 8071 was revised.
- 1.2 At the May 24, 2016 Regular Board Meeting, the Bullying Prevention and Intervention Policy 8071 was approved for review during the 2016-2017 school year as part of the policy development and review cycle.
- 1.3 On March 22, 2017, 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 April 26, 2017.

2. Situation

- 2.1 Administration presented at the April 19, 2017 Special Education Advisory Committee meeting, and feedback was incorporated.
- 2.2 There was no other constituent input received.
- 2.3 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.4 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8071 Bullying Prevention and Intervention Report, Appendix A to Report No. 032-17.

Respectfully submitted,

JEFF UPTON
Education Officer

COLLEEN KAPPEL
Superintendent of Education

IAN MACRAE
Director of Education

SCHOOL-COMMUNITY RELATIONS	8000	
DRAFT – May 9, 2017		
BULLYING PREVENTION AND INTERVENTION POLICY	8071	

3.1.25. School

The principal of the school will:

- Make the Board's bullying prevention and intervention plan available to the public.

3.1.35. Staff

All staff members within Lakehead District School Board will:

- Model caring, respectful interactions.
- Treat everyone with dignity and respect.
- Raise awareness of bullying behaviour and its long-term effect on all students.
- Recognize that creating a positive environment is key in the prevention of bullying behaviours in schools.
- Develop and share a clear and developmentally appropriate definition of bullying behaviour, based on the definition. ~~previously stated.~~
- Include bullying prevention as a regular item on staff meeting agendas.
- Provide support to new students to ensure that they understand expectations and routines.
- Provide opportunities for positive student leadership for all students.
- Encourage students to report bullying behaviours.
- Teach students the difference between tattling/ratting (getting someone into trouble) and telling (helping someone who is in trouble).
- Consider mitigating and other factors before applying progressive discipline.
- Develop a safe and anonymous way for students to report bullying (drop box, phone line, and website).
- Take every report of bullying seriously.
- Engage bystanders – teach skills needed to deal with bullying situations positively and safely.
- Label and intervene quickly in any bullying behaviour of which they are aware.
- Work with students and parents to resolve bullying issues in a timely and developmentally appropriate manner.
- Teach students pro-social behaviours and prompt and reinforce them throughout the school day.
- Communicate to students and parents that a student who is engaged in bullying conduct will be subject to a range of interventions, including suspension.

SCHOOL-COMMUNITY RELATIONS	8000	
DRAFT – May 9, 2017		
BULLYING PREVENTION AND INTERVENTION POLICY	8071	

3.1.45 Students

All students within Lakehead District School Board are expected to:

- Treat everyone with dignity and respect.
- Raise their awareness and understanding of bullying behaviour and its long-term effects. Realize that bullying behaviour is never acceptable.
- Report incidents of bullying behaviour whenever they see it.
- Engage in positive leadership opportunities.
- Provide support to new students or students who are alone/friendless.
- Endeavour to disengage from being a bystander to bullying behaviours.
- Actively support their school's bullying prevention and intervention programs.
- Support a positive school climate.

3.1.55 Parents/Guardians

All parents/guardians of students within Lakehead District School Board are expected to:

- Treat everyone with dignity and respect.
- Report incidents of bullying behaviour whenever they see it.
- Raise their awareness and understanding of bullying behaviour and its long-term effects.
- In partnership with the school staff, work to address and rectify incidents of bullying behaviour (whether the parent of the student who is victimized, engaging in bullying behaviour, or bystander to bullying incidents).
- Create awareness among their children/youth that bullying is never acceptable.
- Endeavour to get appropriate social/emotional help for their child if necessary.
- Support their school's anti bullying initiatives.
- Encourage their children/youth to report incidents of bullying behaviour.
- Model caring and respectful interactions.
- Teach their children/youth to be respectful and caring individuals.

3.26. Prevention/Intervention Strategies**3.2.16.4** Positive School Climate

A positive school climate is defined by the Ministry of Education as “the sum total of all 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. A positive school climate exists when all members of a school community feel safe, comfortable, and accepted. All schools will

SCHOOL-COMMUNITY RELATIONS DRAFT – May 9, 2017 BULLYING PREVENTION AND INTERVENTION POLICY	8000 8071
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will also be provided with training on bullying prevention and on leadership initiatives within their own schools. Training will include a focus on cultural sensitivity, respect for diversity and special needs.

47. 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>
Equity and Inclusive Education 1020 Safe Schools – System Expectations 8070	September 28, 2010 <u>Date Revised</u> January 22, 2013 May XX, 2017	<i>Policy/Program Memoranda PPM 144 Bullying Prevention and Intervention</i> <i>Policy/Program Memoranda PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools</i> <i>Education Act Part XIII subsection 302 (3.4)</i>

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SCHOOL-COMMUNITY RELATIONS	8000
DRAFT – May 9, 2017	
BULLYING PREVENTION AND INTERVENTION PROCEDURES	8071

1. Rationale

Students who are free from bullying are able to give their education the full attention and effort needed for success. Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems, not only for those individuals who are the victims of repeated aggression, but for those who perpetrate it and also for those who see it happening.

2. Policy

It is the policy of Lakehead District School Board believes that every student has the right to be treated with dignity and respect and to feel safe within the school environment. Bullying behaviour is not acceptable on Lakehead District School Board property, at school related activities, on school buses, or in any other circumstances where engaging in bullying behaviour will have a negative impact on the school climate. At Lakehead District School Board we believe that it is everyone’s responsibility to stop bullying behaviour within the school community.

3. Definitions & Clarifications

Bullying - 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 who bully are learning to use power and aggression to control and distress others.***
- ***Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused.***
- ***Students use power in many ways:***
 - ***size, strength, intelligence, age;***
 - ***social status;***
 - ***economic status; and***
 - ***knowledge of another person’s vulnerability.***

SCHOOL-COMMUNITY RELATIONS**8000**

DRAFT – May 9, 2017

BULLYING PREVENTION AND INTERVENTION PROCEDURES**8071****Ministry Definitions:**

“Bullying” means aggressive and typically repeated behaviour by a pupil where, (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or (ii) creating a negative environment at a school for another individual, and (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

Bullying - For the purposes of the definition of “bullying” as above, behaviour includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying - For the purposes of the definition of “bullying” as above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including, (a) creating a web page or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Types of Bullying Behaviour (may include, but are not limited to the following):

- ***Physical: Repeated hitting, kicking, shoving, or beating up another person.***
- ***Property: Repeated stealing, or damaging another person’s property.***
- ***Verbal: Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, sexual harassment.***
- ***Social: Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person’s friendships.***
- ***Electronic/Cyber: The repeated use of email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships.***
- ***Racial: Repeated aggression directed to a person or persons because of their religious beliefs or background; repeatedly saying negative things about a religious background or belief; repeatedly calling a person names or making fun of his/her religious beliefs or background.***
- ***Sexual: Repeatedly leaving a person or persons out or treating them badly because of their gender; repeatedly making crude comments about a person or persons’ sexual behaviour; repeatedly making sexist comments or jokes, touching, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a***

SCHOOL-COMMUNITY RELATIONS	8000
DRAFT – May 9, 2017	
BULLYING PREVENTION AND INTERVENTION PROCEDURES	8071

person or persons; repeatedly calling a person or persons gay, fag, lesbian, or other inappropriate names.

- *Ability: Repeatedly excluding a person or persons or treating them badly because of an ability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability.*
- *Homophobic and Gender Identity: The repeated ill treatment of another individual based on their sexual orientation, gender identity or perceived sexual orientation or gender identity, including disclosure of someone else’s sexual orientation. Ill-treatment may include gossiping, physical or verbal aggression, physical or mental violence, obscene or sexualized gestures, or cyber harassment.*

Aggressive behavior - may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression 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, social networking, or other technology).

Harm - means harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

43. Bullying Prevention and Intervention Strategies

Bullying prevention and early intervention are critical in supporting student learning and achievement and for maintaining a positive school environment. A positive school environment is established and sustained through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of students in school life.

43.1 Character Education

Good character is modeled, taught, and practiced throughout the Board, and schools, parents, and the broader community are regularly engaged in character development initiatives. All school members are expected to model the Board’s key character attributes of integrity, acceptance, responsibility, empathy and respect, which transcend race, faith, gender, socio-economic status or ability. System-wide character education provides a solid behavioural foundation upon which bullying prevention and intervention strategies can build.

SCHOOL-COMMUNITY RELATIONS	8000
DRAFT – May 9, 2017	
BULLYING PREVENTION AND INTERVENTION PROCEDURES	8071

43.2 Positive School Climate

A positive school climate, essential to the prevention of bullying behaviour, is created when schools:

- promote the development of healthy and inclusive relationships between staff and students and with parents and the broader community;
- provide and support training for students and staff members that raises awareness of the problem of bullying;
- reinforce bullying prevention messages through programs addressing discrimination based on such factors as race, sexual orientation, gender, faith and creed, ability, ethnicity, and family status;
- post, communicate and enforce clear codes of student conduct;
- assess the awareness and scope of the bullying problem at the school through school climate surveys;
- ensure that students are supervised throughout the school and on the school grounds, with particular attention being given to any areas where bullying has been identified as a problem;
- find a variety of ways to reward students for positive, inclusive behaviour and to support them in being positive leaders with their peers and within the broader community;
- encourage parents/guardians to participate and become engaged in the life of the school and to volunteer to assist in school activities and projects; and
- involve school councils in the development of anti-bullying initiatives and the ongoing implementation of bullying prevention programs.

The following positive preventive school practices will form the basis of schools' bullying prevention programs, consistent with the establishment of a positive school climate:

- promotion and acceptance of healthy student relationships and healthy lifestyles, including student-led initiatives in this regard;
- student success strategies;
- program modifications or accommodations;
- class placement;
- individual, peer and group counselling;
- conflict or dispute resolution;
- restorative practices;
- mentorship programs;
- behaviour management and safety plans; and
- community support programs.

SCHOOL-COMMUNITY RELATIONS	8000
DRAFT – May 9, 2017	
BULLYING PREVENTION AND INTERVENTION PROCEDURES	8071

In addition, staff will provide information to parents/guardians and School Councils about bullying, including ways to support a child who reports being bullied or witnessing bullying. This information will include the dangers of parents'/guardians' encouraging children to be aggressive or to strike back. The school and home can work together to teach children to be assertive and to develop age-appropriate independence. This independence can contribute to self-confidence and may deter bullies who often seek out acquiescent victims. School staff will regularly reinforce the message that bullying will not be tolerated in the school and that everyone must work together to create a positive learning environment.

43.3 Classroom Prevention Strategies

The following classroom management and instructional strategies reinforce and support schools' overall efforts to address bullying:

- providing and regularly reinforcing clear expectations for appropriate student behaviour;
- focusing on developing healthy relationships in classroom lessons and including teaching resources that deal with related issues (see Appendix B - Resources);
- providing opportunities for students to talk about bullying and to define unacceptable behaviours, including racism, homophobia, gender-based violence, sexual harassment, inappropriate sexual behaviour;
- involving students in establishing classroom rules against bullying and peer harassment;
- engaging students in classroom activities and discussions related to bullying and violence, including critical media literacy and safe internet use;
- promoting cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding; and
- varying the grouping of participants in these projects and monitoring the behaviour of participants in each group.

43.4 School-wide Intervention Strategies

Schools will consistently take appropriate action to address student behaviours that are contrary to provincial, Board and school Codes of Conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, ancestry, creed, family or socio-economic status, ability, or other grounds protected by the Human Rights Code, as well as any other student behaviour, such as bullying, swearing, malicious gossip, name-calling, sexist, homophobic or racial slurs, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti and other behaviour that might cause a negative school climate.

SCHOOL-COMMUNITY RELATIONS	8000
DRAFT – May 9, 2017	
BULLYING PREVENTION AND INTERVENTION PROCEDURES	8071

43.4.1 Intervention will occur in a timely, supportive and sensitive manner and be made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration individual student needs **(at a level within reason of the students' ability for understanding)**.

Intervention strategies will include:

- asking the student 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 student for a correction of the behaviour by restating or rephrasing their comments;
- asking the student to apologize for the behaviour;
- asking the student to promise not to repeat the behaviour; and
- asking the student to explain why and how a different choice with respect to the behaviour would have been more appropriate and respectful (See Appendix C).

43.4.2 Strategies will range from early and ongoing to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies. In cases where positive preventive practices may be ineffective or insufficient to address inappropriate student behaviour, the use of progressive discipline consequences, up to and including expulsion, may be appropriate. In circumstances where students receive a consequence for their behaviour, the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and Policy/Program Memorandum 145 (Progressive Discipline) will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized students or students with exceptionalities.

43.4.3 School staff will support students in making a confidential report if they are the victim of bullying or are aware of other victim(s). Reporting methods will minimize the possibility of reprisal and will record details of the incident(s). Reports will be investigated and resolved expeditiously, consistent with school, Board and Ministry procedures. Parents/guardians who report bullying will be listened to, and their reports will be followed by an investigation and resolution of the allegations.

43.4.4 Where appropriate, students and their parent/guardian will receive developmentally appropriate contact information about professional supports such as: community agencies, public health facilities, and telecommunications forums, such as a help phone lines or websites.

SCHOOL-COMMUNITY RELATIONS	8000
DRAFT – May 9, 2017	
BULLYING PREVENTION AND INTERVENTION PROCEDURES	8071

43.4.5 Principals/Vice Principals are expected to review and amend, as appropriate, Individual Education Plans and Behaviour Management or Safety Plans at regular intervals and, following an incident, to ensure that students with special needs are receiving appropriate accommodation.

43.5 Classroom Intervention Strategies

43.5.1 The following outline the intervention strategies that teachers will generally employ to prevent inappropriate and unacceptable classroom behaviours:

- oral reminders;
- visual cues to the desired behaviour;
- clear examples of appropriate behaviour;
- review of expectations in the school Code of Conduct;
- written work assignment addressing the behaviour, that has a learning component;
- contact with the student’s parent/guardian;
- conflict mediation, consultation and resolution;
- peer mentoring;
- referral to counseling; and
- restorative practices.

43.5.2 In the case of a bullying incident, teachers will:

- Take immediate action when bullying is observed.
- Report the incident to school administration by filling Safe Schools Incident Report form (Appendix A) in accordance with Safe Schools – System Expectations Procedures 8070, Section 7.3 Reporting of Incidents On and Off School Property.
- Let students know that they care and will not allow anyone to be mistreated. By taking immediate action in dealing with the bully, educators support both the victim and the witness(es).
- Ordinarily confront the bully in private. Dealing with a bully does not necessarily mean confronting the bully in front of his or her peers. Challenging a bully in front of his or her peers may actually enhance the bully’s status and lead to further aggression.
- Notify the parents/guardians of both victims and bullies when a confrontation occurs, and seek to resolve the problem quickly at school. Where appropriate, this action will be taken by the school administration. Both victims and aggressors will be referred to school and/or community supports whenever 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, 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 student's school or to property located on the premises of the student'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 school, board or province

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

**ACTIVITIES LEADING TO SUSPENSION AND
POSSIBLE EXPULSION**

Under Section 310 (1) of the Education Act

- 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
- 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.

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

Appendix C to Report No. 032-17

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 School, Board or Provincial 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 Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled

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 _____

Resources

Available in Board schools:

- Erasing Prejudice for Good - elementary school resources including books and lesson plans for teachers
- The Kit - A Manual by Youth to Combat Racism through Education (United Nations Association in Canada)

Available in the Board's Instructional Materials Centre:

- Race to Equity - Tim McKaskell
- Speak Up, Reach Out - a service provider workbook for challenging homophobia
- The Kit - A Manual by Youth to Combat Racism through Education (United Nations Association in Canada)

Other:

- A Positive Space is a Healthy Space - Ontario Public Health Association
- Equitable Schools – Toronto District School Board anti-homophobia education resource guide
- How To Show You're Gay Friendly – Laurie Vance (see Board website for PDF article)
- It's Elementary - Talking about Gay Issues in School - Debra Chasnoff and Helen S. Cohen
- Ten Things You Can Say or Do When You Hear "That's So Gay" – Gay and Lesbian Educators of British Columbia (www.galebc.org)

Internet:

www.interfaithcalendar.org

www.pch.gc.ca (Canada Heritage site)

www.prevnet.ca

www.egale.ca

www.tolerance.org

www.pflagcanada.ca

www.religioustolerance.org

www.ontariodirectors.ca/L4All/L4A_en-downloads/LearningforAll%20K-12%20draft%20J.pdf

www.ibelievein.ca

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

<http://edu.gov.on.ca/eng/safeschools/bullying.html>

<https://www.otffeo.on.ca/en/resources/useful-links/bullying-prevention/>

Secondary Resources

Bullied Tip Sheets for Adolescents:

<http://prevnet.ca/Downloads/tabid/192/ctl/RepSurveySubmitted/mid/615/ItemID/28/language/en-US/Default.aspx>

Stop Being a Bully Tip Sheets for Adolescents:

<http://prevnet.ca/Downloads/tabid/192/ctl/RepSurveySubmitted/mid/615/ItemID/29/language/en-US/Default.aspx>

Bystander Tip Sheets for Adolescents:

<http://prevnet.ca/Downloads/tabid/192/ctl/RepSurveySubmitted/mid/615/ItemID/30/language/en-US/Default.aspx>

Elementary Resources

Bullied Tip Sheet for Elementary School Children:

http://www.practicquest.com/bullying_PDF_PREVNET/Elementary_School_Bullied_Tip_Sheet.pdf

Stop Being a Bully Tip Sheet for Elementary School Children:

<http://prevnet.ca/Downloads/tabid/192/ctl/RepSurveySubmitted/mid/615/ItemID/32/language/en-US/Default.aspx>

Bystander Tip Sheet for Elementary School Children:

<http://prevnet.ca/Downloads/tabid/192/ctl/RepSurveySubmitted/mid/615/ItemID/33/language/en-US/Default.aspx>

HOW TO HANDLE HARASSMENT IN THE HALLWAYS IN THREE MINUTES

(From the Toronto District School Board)

1. STOP the harassment.

Interrupt the comment/halt the physical harassment.

DO NOT pull students aside for confidentiality unless absolutely necessary.

Make sure all the students in the area hear your comments.

It is important that all students, whether onlookers, potential targets, or potential harassers, get the message that students are safe and protected in this school.

2. IDENTIFY the harassment.

Label the form of harassment: "You just made a harassing comment/put-down based upon race (religion, ethnicity, abilities, gender, age, sexual orientation, economic status, size, etc.)."

Do not imply that the victim is a member of that identifiable group.

A major goal is to take the "spotlight" off the target and turn the focus to the behaviour. Students should realize what was said, regardless of what was meant (e.g., kidding).

3. BROADEN the response.

Do not personalize your response at this stage: "At this school we do not harass people." "Our community does not appreciate hateful/thoughtless behaviour."

Re-identify the offensive behaviour: "This name calling can also be hurtful to others who overhear it."

"We don't do put-downs at this school" specifically includes those listening, as well as the school community in general. Even if they were "only kidding", harassers must realize the possible ramifications of their actions.

4. ASK for change in future behaviour.

Personalize the response: "Chris, please pause and think before you act."

Check in with the victim at this time: "If this continues, please tell me, and I will take further action. We want everyone to be safe at this school."

Now turn the "spotlight" on the harasser specifically, asking for accountability. Again, be sure not to treat the target like a helpless victim. Rather, plainly give him/her this responsibility on behalf of others.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2017 MAY 09
Report No. 033-17

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

RE: APPROVAL OF STANDING COMMITTEE AND REGULAR BOARD MEETING
SCHEDULE 2017-2018

1. Background

- 1.1 Section 4.1.1 of the 2014 Procedural By-Law requires that regular meetings of the Board shall be held on the fourth Tuesday of every month except July and August.
- 1.2 Section 4.1.2 of the 2014 Procedural By-Law requires that Standing Committee shall meet on the second Tuesday of every month excluding July and August.
- 1.3 To avoid revisions to the Standing Committee and Regular Board meeting schedule on a recurring basis throughout the year, the Board attempts to recommend all revisions at the outset of each new school year.

2. Situation

- 2.1 The date for the Standing Committee meeting of December 12, 2017 will be cancelled due to the winter break.
- 2.2 The date for the December Regular Board meeting will be held on December 19, 2017 due to the winter break.
- 2.3 The date for the Standing Committee meeting of March 13, 2018 will be cancelled due to the spring break.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2017-2018, as set out in Appendix A to Report No. 033-17.

Respectfully submitted,

DEBORAH MASSARO
Chair



Lakehead
Public
Schools

STANDING COMMITTEE & REGULAR BOARD 2017-2018

Your Children Our Students The Future

SEPTEMBER 2017

SUN	MON	TUES	WED	THUR	FRI	SAT
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OCTOBER 2017

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NOVEMBER 2017

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DECEMBER 2017

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JANUARY 2018

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FEBRUARY 2018

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MARCH 2018

SUN	MON	TUES	WED	THUR	FRI	SAT
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APRIL 2018

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MAY 2018

SUN	MON	TUES	WED	THUR	FRI	SAT
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JUNE 2018

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-  **First Day of School for Students**
Wednesday, September 6, 2017
-  **Final Day of School for Students (E)**
Friday, June 29, 2018
-  **Holidays**
-  **Standing Committee Meetings**
Tuesday, September 12, 2017
Tuesday, October 10, 2017
Tuesday, November 14, 2017
Tuesday, January 9, 2018
Tuesday, February 13, 2018
Tuesday, April 10, 2018
Tuesday, May 8, 2018
Tuesday, June 12, 2018
-  **Regular Board Meetings**
Tuesday, September 26, 2017
Tuesday, October 24, 2017
Tuesday, November 28, 2017
Tuesday, December 19, 2017
Tuesday, January 23, 2018
Tuesday, February 27, 2018
Tuesday, March 27, 2018
Tuesday, April 24, 2018
Tuesday, May 22, 2018
Tuesday, June 26, 2018
-  **Annual Meeting**
Tuesday, December 5, 2017



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Website www.lakeheadschoos.ca

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2017 MAY 09
Report No. 034-17

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

RE: POLICY REVIEW – 3020 – LEGAL REPRESENTATION POLICY

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with Policy Development and Review Policy 2010.
- 1.2 At the May 24, 2016 Regular Board Meeting, 3020 Legal Representation Policy was approved for review on the 2016-2017 policy schedule.
- 1.3 On March 22, 2017, 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 April 26, 2017. There was no input received.

2. Situation

- 2.1 Administration has concluded its review of the existing policy and there are no changes to the policy.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 3020 – Legal Representation Policy, Appendix A to Report No. 034-17.

Respectfully submitted,

IAN MACRAE
Director of Education

DRAFT – May 9, 2017

LEGAL REPRESENTATION POLICY

3020

1. Rationale

There are occasions when legal advice is necessary to assist in resolving very complex and technical problems.

2. The Policy

It is the policy of Lakehead District School Board that all matters requiring professional legal assistance must be approved by the Director of Education or designate, before referral is sought.

3. Guidelines

3.1 That any solicitor or firm of solicitors so engaged will be recompensed on a fee-for-service basis.

3.2 For specific details concerning this policy, refer to Procedures 3020. Any questions related thereto may be directed to the superintendent responsible.

4. Review

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

<p><u>Cross Reference</u></p> <p>_____</p> <p>_____</p>	<p><u>Date Approved</u></p> <p>February, 1979</p> <p><u>Date Revised</u></p> <p>June 22, 2010</p>	<p><u>Legal Reference</u></p> <p>_____</p> <p>_____</p>
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LEGAL REPRESENTATION PROCEDURES

3020

1. The Policy

It is the policy of Lakehead District School Board that all matters requiring professional legal assistance must be approved by the Director of Education or designate, before referral is sought.

2. Implementation Procedures

2.1 If legal representation is deemed necessary, by an employee they should contact their Superintendent, or, if s/he is not available, the Director or any other Superintendent.

2.2 Briefly outline the matter to the Superintendent.

2.3 The Superintendent will decide if the matter requires legal representation. If the matter does not require legal representation, the Superintendent will provide the necessary information to allow the matter to be resolved.

2.4 If the matter is deemed to require legal representation, the Superintendent, in consultation with the Director, will engage a solicitor to contact the employee directly and continue until the matter is resolved. All engagements must be confirmed in writing (this does not preclude a verbal engagement, but any verbal engagement must be followed by a written confirmation).

2.5 A copy of each referral will be forwarded to the Director, who will keep a record of each legal engagement. Such a record will include: the date of engagement, authorizing official, brief description of the matter, the date of completion, and the cost.

2.6 The Director files a report annually on the year's activities with respect to use of legal firms.

3. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	February, 1979	_____
_____	<u>Date Revised</u>	_____
	June 22, 2010	