



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, October 8, 2019
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. COMMITTEE OF THE WHOLE - Closed Session – 7:15 p.m. (SEE ATTACHED AGENDA)		
6. Land Acknowledgement		
7. Delegations/Presentations		
8. Approval of Minutes		
8.1 Standing Committee Meeting - September 10, 2019	G. Saarinen	1-3
9. Business Arising from the Minutes		

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

Resource
Person Pages

MATTERS NOT REQUIRING A DECISION:

- | | | | |
|------|--|----------------|-------|
| 10. | Information Reports | | |
| 10.1 | Student Achievement (080-19) | S. Pharand | 4-7 |
| 10.2 | 8070 Safe Schools – System Expectations
– Update (082-19) | M. Probizanski | 8-75 |
| 10.3 | Parent Involvement Committee Meeting Minutes
- May 6, 2019 | I. MacRae | 76-78 |
| 10.4 | Aboriginal Education Advisory Committee Meeting
Minutes - June 13, 2019 | S. Pharand | 79-85 |
| 11. | First Reports | | |

MATTERS FOR DECISION:

- 12. Postponed Reports
- 13. Ad Hoc and Special Committee Reports

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>
14.	New Reports		
14.1	Appointments to the 2019-2020 Parent Involvement Committee (081-19)	I. MacRae	86-87

It is recommended that Lakehead District School Board:

1. *Approve the following appointments to the 2019-2020 Parent Involvement Committee effective November 15, 2019 to November 14, 2020:*
 - *Serena Essex, Aboriginal Education Advisory Committee representative;*
 - *Sharon Kanutski, Aboriginal Education Advisory Committee alternate representative;*
 - *Michael Otway, Special Education Advisory Committee representative;*
 - *Miranda Myers, Special Education Advisory Committee alternate representative;*
 - *Shannon Jessiman-MacArthur, principal representative;*
 - *AJ Keene, alternate principal representative;*
 - *Laura Prodanyk, community representative;*
 - *Robin Cawlishaw, community representative;*
 - *Julie Morin, alternate parent member;*
 - *Fred Van Elburg, teacher representative; and*
 - *Kathleen Andrews, alternate teacher representative.*

2. *Approve the appointment of Chitra Jacob, parent member, to the 2019-2020 and 2020-2021 Parent Involvement Committee effective November 15, 2019 to November 14, 2021.*

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

Resource
Person

Pages

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

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



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, October 8, 2019
Jim McCuaig Education Centre

Ian MacRae
Director of Education

George Saarinen
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
7:15 p.m. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - September 10, 2019	G. Saarinen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations Update	I. MacRae/ D. Wright	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

2019 SEP 10
7:30 p.m.

TRUSTEES PRESENT:

George Saarinen (Chair)
Marg Arnone
Ellen Chambers
Sue Doughty-Smith

Deborah Massaro (via teleconference)
Ron Oikonen
Ryan Sitch
Trudy Tuchenhagen
Sierra Gaudreau (Student Trustee)

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
Sherri-Lynne Pharand, Superintendent of Education
Michelle Probizanski, Superintendent of Education
David Wright

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Oikonen

Seconded by Trustee Tuchenhagen

“THAT the Agenda for Standing Committee Meeting, September 10, 2019 be approved.”

CARRIED

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

Moved by Trustee Chambers

Seconded by Trustee Arnone

“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*
 - *June 11, 2019*
- *Finance Matters*
- *Negotiations Update*
- *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. Student Trustee Declaration

On behalf of the Board, Chair Saarinen welcomed Student Trustee Sierra Gaudreau to her first meeting in her capacity as the 2019-2020 Student Trustee. Student Trustee Gaudreau recited and signed the Student Trustee Declaration.

5. Introduction of Newly Appointed Leaders

Superintendent Pharand and Superintendent Probizanski introduced the newly appointed leaders to the Board.

6. Boys and Girls Clubs of Thunder Bay

The Boys and Girls Clubs of Thunder Bay's delegation was rescheduled to the Regular Board Meeting on September 24, 2019.

7. Confirmation of Minutes

Moved by Trustee Sitch

Seconded by Trustee Doughty-Smith

"THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, September 11, 2018."

CARRIED

8. Business Arising from the Minutes

Trustee Chambers added to 13.6 that she attended the blanket exercise at Five Mile Public School on June 7, 2019 with Trustee Doughty-Smith.

MATTERS FOR DECISION:

9. Policy Review – 3095 Student Trustee (073-19)

Moved by Trustee Sitch

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve the amended 3095 Student Trustee Policy.”

CARRIED

10. Information and Inquiries

10.1 Trustee Oikonen reported that he and Trustee Massaro attended the Lakehead Public Schools Foundation’s Golf Tournament on August 26, 2019 at Whitewater Golf Club.

10.2 Trustee Saarinen reported that he and Trustee Tuchenhagen attended the Lakehead Public Schools Foundation’s Golf Tournament dinner on August 26, 2019 at Whitewater Golf Club.

10.3 Trustee Chambers reported that she, Trustee Doughty-Smith, Trustee Sitch and Trustee Saarinen attended the Ontario Public School Boards’ Association’s (OPSBA) Annual General Meeting (AGM) and the Canadian School Board Association’s (CSBA) Congress 2019, National Trustees Gathering on Indigenous Education in Toronto on July 3 to July 7, 2019.

10.4 Trustee Chambers reported that she and Superintendent Pharand attended the Fetal Alcohol Spectrum Disorder Awareness Day, Honouring Mothers, 11th Annual Mini Pow Wow on September 9, 2019 at Marina Park.

10.5 Trustee Saarinen reported that he and Trustee Doughty-Smith attended a presentation from Niigaan Sinclair at Superior Collegiate and Vocational Institute on August 2, 2019.

10.6 Trustee Saarinen announced that registration for OPSBA’s Northern Regional Meeting in Thunder Bay at the Delta Hotel on October 4 and 5, 2019, is now open.

11. Adjournment

Moved by Trustee Arnone

Seconded by Trustee Chambers

“THAT we do now adjourn at 8:00 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 OCT 08
Report No. 080-19

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

RE: STUDENT ACHIEVEMENT

1. Background

- 1.1 Lakehead District School Board's Strategic Plan places student achievement and well-being at the center of our ongoing pursuit of excellence and our commitment to every student.
- 1.2 The Education Quality and Accountability Office (EQAO) assesses students' skills in reading, writing and mathematics at key points in their education.
- 1.3 EQAO is one measure of student achievement and these results are considered in conjunction with school-based information in order to plan for continuous improvement.

2. Situation

This report summarizes student achievement on the Primary Assessment, Junior Assessment, Grade 9 Mathematics Assessment and the Ontario Secondary School Literacy Test (OSSLT).

3. Primary & Junior Results – Summary and Analysis

- 3.1 EQAO is an independent agency that creates and administers large-scale assessments to measure Ontario students' achievement in reading, writing and mathematics at key stages of their education. All EQAO assessments are developed by Ontario educators to align with the Ontario Curriculum. The assessments evaluate student achievement objectively and in relation to a common provincial standard. The assessment is scored at four levels of achievement. The provincial standard is a target which establishes performance at level three or higher as a goal for all students.
- 3.2 The assessments are scored by groups of trained teachers at a central site over the summer. Results are published in the fall of the following school year.
- 3.3 A long term focus to committing resources and supports to ensure improved learning and teaching in primary and junior literacy, resulted in Grades 3 and 6 students continuing to approach the target of 75% of students to achieve or exceed the provincial standard in reading and writing:
 - 71% in Grade 3 reading and 66% in Grade 3 writing; and
 - 75% in Grade 6 reading and 73% in Grade 6 writing.

3.4 Board results in Grade 3 mathematics results show a five percent decrease from last year. Grade 6 mathematics results dropped by seven percent from the previous year. It is expected that a long term, provincially supported focus and commitment to mathematics will result in ongoing improvement over time:

- 50% in Grade 3 mathematics and 33% in Grade 6 mathematics.

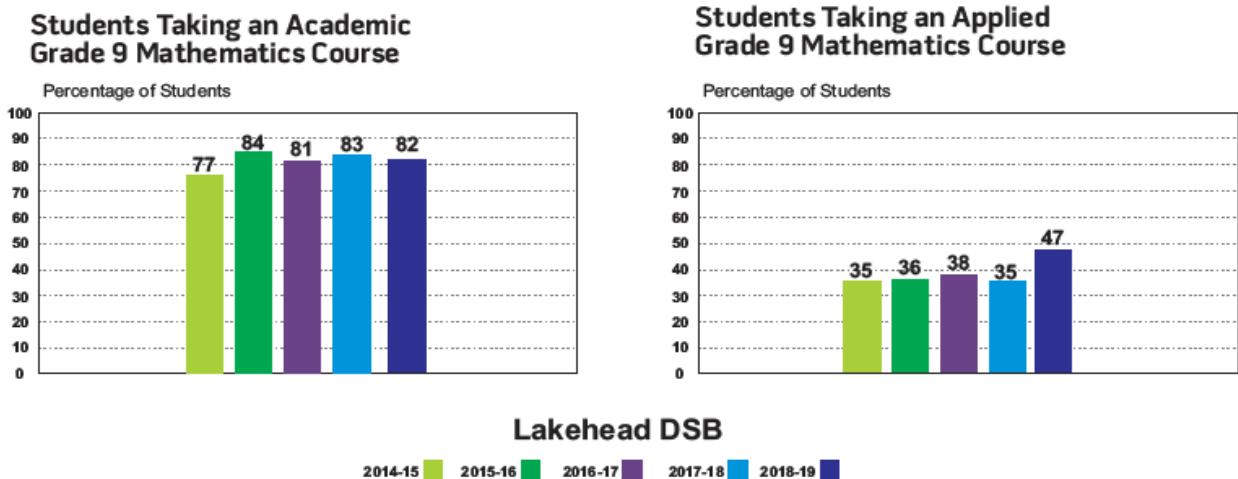
4. Grade 9 Mathematics Results – Summary & Analysis

4.1 The Grade 9 Assessment of Mathematics is based on overall and specific expectations in the Grades 1-9 mathematics curricula and is administered to Grade 9 applied and academic classes across the province twice each year, in January for semester one and in June for semester two.

4.2 The Grade 9 Assessment of Mathematics is not the same assessment for students in applied and academic classes, although some components are similar. Students in locally developed compulsory courses in mathematics are not required to participate in the assessment.

4.3 Board academic mathematics performance is similar to provincial results. Eighty-two percent of students achieved at Level 3 and 4.

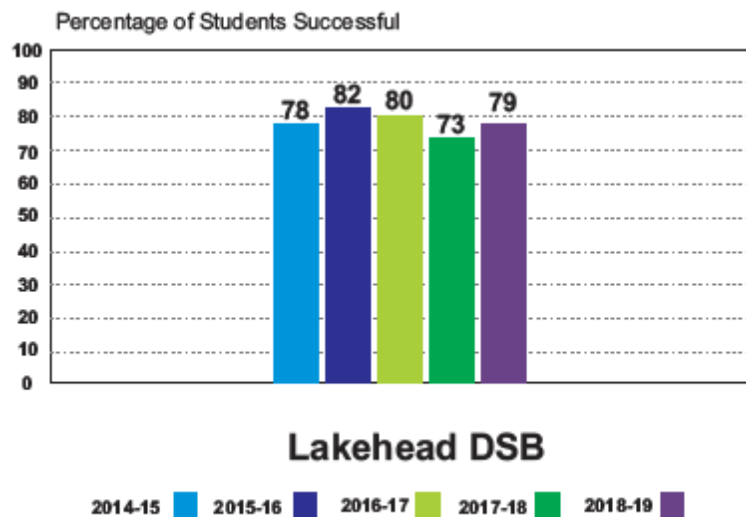
4.4 Board applied mathematics indicates that 47% of students achieved Level 3 or Level 4, which is twelve percent higher than the previous year and three percent higher than the province.



5. Ontario Secondary School Literacy Test – Summary & Analysis

5.1 All students who entered secondary school after September 1, 1999 have had to successfully complete the Ontario Secondary School Literacy Test (OSSLT) or complete the Ontario Secondary School Literacy Course (OSSLC) in order to earn an Ontario Secondary School Diploma (OSSD).

- 5.2 The purpose of the OSSLT is to determine whether a student has the literacy (reading and writing) skills required to meet the standard for understanding reading selections and communicating in a variety of writing forms expected by the Ontario Curriculum across all subjects up to the end of Grade 9. Students are first eligible to write the test in their Grade 10 year (or second year of secondary school enrollment).
- 5.3 Board performance for first-time eligible OSSLT writers was 79%, which is an increase of 6% from the previous year.



6. K-12 Next Steps

- 6.1 All schools, system wide, have a focus on improving mathematics learning and teaching for all students and on closing the gap for students not currently achieving at grade level. Every school in the system will be required to include mathematics as an area of focus in their School Improvement Plans.
- 6.2 Professional development will continue to be focused on improving student achievement through a variety of structures:
- continue the focus on building mathematics content knowledge as well as pedagogy;
 - ensure that teachers, students and parents have the supports they need to increase student learning and confidence in mathematics;
 - continue to refine diagnostic assessments to identify gaps in mathematics learning and teaching;
 - ensure teachers and administrators are aware of and able to implement evidence based instructional strategies; and
 - ensure a deep understanding of assessment and evaluation to improve student success, engagement and well-being.
- 6.3 Program staff will work collaboratively with administrators and teachers to create a plan for schools targeting the specific needs in each division and transition; provide grade specific training focused on numeracy strategies; and provide additional support for students in targeted classrooms and schools.

6.4 Access to assistive technology and devices will continue to support the needs of all learners at all grade levels. Literacy and numeracy interventions and differentiated instruction will continue in all schools to support individual student learning needs and inform next steps.

7. Conclusion

Improving student learning and closing gaps in achievement will continue to be the focus at Lakehead District School Board. Through targeted professional learning, data analysis, at-the-elbow coaching, Ministry support and research-based instructional strategies, Lakehead District School Board will continue to support the learning of all students.

Respectfully submitted,

FRED VAN ELBURG
Program Coordinator

JANE LOWER
Student Success Lead/MISA Board Lead

LORI CARSON
Special Education Officer

AJ KEENE
Early Years and Program Principal

SHERRI-LYNNE PHARAND
Superintendent of Education

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 OCT 08
Report No. 082-19

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

RE: 8070 SAFE SCHOOLS – SYSTEM EXPECTATIONS - UPDATE

1. Background

- 1.1 At the May 24, 2016 Regular Board Meeting, the 8070 Safe Schools - System Expectations Policy was approved for review during the 2022-2023 school year as part of the policy development and review cycle.
- 1.2 Due to amendments to the Education Act enacted on October 17, 2018, 8070 Safe Schools – System Expectations policy was updated to align with the new legislative requirements.
- 1.3 At the November 27, 2018 Regular Board Meeting, the revised 8070 Safe Schools System - Expectations Policy was approved.

2. Situation

- 2.1 On August 29, 2019, revised Policy Program Memorandum (PPM) No. 128 was released by the Ministry of Education informing school boards they must review/ revise their policies (where necessary) to align their code of conduct and procedures related to the use of personal mobile devices with the new requirements of PPM No. 128.
- 2.2 This policy was not released for constituent input, at this time, and will be reviewed again during the 2022-2023 school year.
- 2.3 No changes were required to the policy; however, revisions were made to the procedures and appendices to align with requirements of PPM No. 128.

CONCLUSION

The policy is attached as Appendix A as reference, and the procedures and appendices as Appendix B for feedback.

Respectfully submitted,

JEFF UPTON
Education Officer

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS POLICY	8070

1. Rationale

- 1.1 Lakehead District School Board is committed to the success and safety 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, accepted, and actively promote positive behaviours and interactions.
- 1.2 Every student, employee, parent/guardian, community member and trustee has 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 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. 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 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 or unless the pupil is a medical cannabis user, cannabis;
- being under the influence of alcohol, illegal and/or restricted drugs or unless the pupil is a medical cannabis user, cannabis;
- 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;

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS POLICY	8070

- 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; and
- any other activity for which a pupil may be suspended under a policy of the Board.

3.2 Expulsion

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.

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 or cannabis 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;

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS POLICY	8070

- 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 the 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.

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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS POLICY	8070

- 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.
- 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. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
	<u>September 5, 1995</u>	
Policy & Procedures:	<u>Date Revised</u>	
	June 22, 1999	
1020 Equity and Inclusive Education	December 11, 2001	
	March 5, 2002	
7030 Harassment & Human Rights	June 27, 2006	
	January 22, 2008	
7040 Violence in the Workplace	September 28, 2010	
	January 22, 2013	
8040 Trespass to Schools	September 22, 2015	
8071 Bullying Prevention and Intervention	November 27, 2018	
8072 Sexual Orientation and Gender Identity		
8073 Dress Code		

Education Act s. Part XIII
Behaviour, Discipline and Safety

Refer to Appendix F of 8070
Safe Schools – System Expectations Procedures

Policy/Program Memorandum No. 128 The Provincial Code of Conduct and School Board Codes of Conduct

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

1. Policy

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.

2. Table of Contents

<u>Table of Contents</u>		
Section Number	Section Title	Sub-Sections
3	System Expectations	<ul style="list-style-type: none"> • The School Environment • Violence Prevention in the Curriculum • Intervention Program • Code of Conduct • Bullying Prevention and Intervention • Staff Development • Roles and Responsibilities
4	Procedure for Dealing with Critical Incidents	
5	Search and Seizure	
6	Procedure for Dealing with the Aftermath of an Incident	<ul style="list-style-type: none"> • For Victim(s) • For Perpetrator(s)
7	Procedure for Reporting Violent Incidents	<ul style="list-style-type: none"> • Categories of Students by Age • Categories of Critical Incidents • Reported Incidents On and Off School Property • Parent/Guardian Involvement • Police Investigation at School and the Rights of Students • Insertion of Information in the OSR • Procedure for Reporting Critical Incidents to the Ministry
8	Progressive Discipline and Promoting Positive Student Behaviour	<ul style="list-style-type: none"> • Early and Ongoing Intervention Strategies • Addressing Inappropriate Behaviour • Responding to Incidents

SCHOOL-COMMUNITY RELATIONS**8000****SAFE SCHOOLS - SYSTEM EXPECTATIONS
PROCEDURES****8070**

9	Strategies for dealing with Bullying / Bullying Prevention and Intervention	<ul style="list-style-type: none"> • Training Strategies for Members of the School Community
10	Suspension of Students	<ul style="list-style-type: none"> • Factors to Consider Before Deciding to Impose a Suspension • Consultation • Procedural Steps When Imposing a Suspension • Programs for Suspended Students • Alternate Suspension Program (ASP) • Planning Meeting • Student Action Plan (SAP) • Suspension Appeal Process • Suspension Appeal before the Suspension Appeals/Expulsion Hearing Committee of the Board • Re-Entry • Transfer to Another School
11	Expulsion of Pupils	<ul style="list-style-type: none"> • Mitigating Factors and Other Factors • Suspension Pending Recommendation for Expulsion • Procedural Steps When Imposing a Suspension • Alternate Suspension Program (ASP) • Planning Meeting • Student Action Plan (SAP) • Principal's Investigation • Decision Not to Recommend Expulsion • Recommendation to the Board for an Expulsion Hearing • Hearing before the Suspension Appeals / Expulsion Hearing Committee • No Expulsion • Expulsion • Re-Entry Requirements Following and Expulsion

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

		<ul style="list-style-type: none"> • Appeal of Board Decision to Expel
12	Exclusion	
13	Delegation of Authority	<ul style="list-style-type: none"> • Delegation of Authority to a Vice Principal • Delegation of Authority to Teacher-in-Charge
14	Review	

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.

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 appropriate policy and procedures;
- 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 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;

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- schools will operate Health and Safety Committees;
- 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;
- 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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~~ **or** 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;
 - 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, illegal drugs and, except by a medical cannabis user, cannabis; and
 - prevent bullying in schools.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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~~ **or** 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 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

3.6 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;
 - 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, 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.

3.7 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- 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;
 - **The Provincial Code of Conduct Policy/Program Memorandum No. 128**
 - 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;
 - Personal Health Information Protection Act;
 - Ontario College of Teachers Act;
 - Teaching Profession Act;
 - Early Childhood Educators Act;
 - Human Rights Code; and
 - Canadian Charter.
- 3.7.3 ~~Every student, employee, parent/guardian, community member and trustee~~ **All members of the school community** must:
- respect and comply with all applicable federal, provincial and municipal laws;
 - demonstrate honesty and integrity;
 - respect differences in people, their ideas and opinions;
 - treat one another with dignity and respect at all times, and especially when there is disagreement;
 - respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, **creed, sex, religion, gender, gender identity, sexual orientation, gender identity, gender expression, age, marital status, family status** 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; ~~and~~ **,including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes (Permitted purposes are: for educational purposes, as directed by an educator; for health and medical purposes; to support special education needs; as an accommodation under the Human Rights Code); and**

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- not swear at a teacher or at another person in a position of authority.
- 3.7.4 ~~Every student, employee, parent/guardian, community member and trustee~~ **All members of the school community** must not:
- engage in bullying behaviours, **including cyberbullying**;
 - commit sexual assault;
 - traffic in weapons or illegal drugs;
 - give alcohol or cannabis 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** alcohol, **cannabis (unless the individual has been authorized to use cannabis for medical purposes)** and illegal drugs; ~~and/or restricted drugs or unless the person is a medical cannabis user, cannabis;~~
 - ~~be under the influence of alcohol, illegal drugs, and/or restricted drugs or unless the person is a medical cannabis user, cannabis;~~
 - provide others with alcohol, **illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)**; ~~cannabis, illegal or restricted 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
 - 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~~ **themselves, and** for others, and for those in **positions of** 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~~ **their** own actions.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- 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 **student achievement and well-being** academic excellence in a safe, **inclusive, and accepting** teaching and learning environment;
 - holding everyone under their authority accountable for their behaviour and actions;
 - 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 a **positive learning environment** 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 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 **and fair** standards of behaviour for all students;
 - demonstrate respect for **one another**, all students, ~~staff and~~ parents/guardians, volunteers, and the **other** 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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

- ~~show an active interest~~ **are engaged** 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~~ **become** familiar with the **provincial Code of Conduct**, ~~provincial's and~~ **or** the board's **code of conduct**, and, **if applicable**, the school's code of conduct;
- 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 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 years of age, similar actions may apply or the principal, in consultation with the parent/guardian and the appropriate superintendent, may select more suitable disciplinary action.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

5. Search and Seizure

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

- 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's 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 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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 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;
- 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; and
- 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 years; twelve to seventeen years; and adults, i.e. eighteen years or older.

7.1.1 Students Under Twelve Years of Age

Children under twelve years of age, cannot be charged with an offence under the Youth Criminal Justice Act, 2002 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).

7.1.2 Students Twelve to Seventeen Years of Age

For students aged twelve to seventeen years of age, the Youth Criminal Justice Act will apply.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

7.1.3 Adults

Students who are eighteen years of age 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 8070 Safe Schools - System Expectations Procedures - 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 8070 Safe Schools - System Expectations Procedures - Section 4 occur and the school administration is not readily available, school staff will follow the process in the 8070 Safe Schools - System Expectations Procedures – 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, at a school-related activity, on buses and during school-sponsored events, or in other circumstances where engaging in the activity will have an impact on the school climate, 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, as per the guidelines set out in the Education Act, Regulations or Policy Program Memorandums as appropriate.

7.5 Police Investigation at School and the Rights of Students

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

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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); and
- 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 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 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

8.7 Responding to Incidents

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).

9. Strategies for Dealing with Bullying

- 9.1 Bullying is identified and defined in the Board's Policy (8070 Safe Schools – System Expectations) and 8071 Bullying Prevention and Intervention Policy and Procedures. Strategies for dealing with bullying include developing healthy relationships as mentioned earlier.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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;
- Ontario Teachers' Federation (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.

10. Suspension of Students

10.1 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 shall consider whether that pupil should be suspended, taking into account any mitigating and other factors that might be applicable in the circumstances.

10.2 The principal or vice principal will also contact the police consistent with the Police/School Board Protocol if the infraction the pupil is suspected of committing requires such contact. When in doubt, the principal will consult with the appropriate superintendent.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- 10.3 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, illegal and/or restricted drugs or, unless the pupil is a medical cannabis user, cannabis;
 - being under the influence of alcohol, illegal and/or restricted drugs or, unless the pupil is a medical cannabis user, cannabis;
 - 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 **Provincial** Code of Conduct, of the Board or school;
 - conduct affecting the safe learning environment for students or working environment of staff of the school; and
 - any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board.
- 10.4 A pupil may be suspended only once for any incident of an infraction and may be suspended for a minimum of one school day and a maximum of 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.
- 10.5 Factors to Consider Before Deciding to Impose a Suspension
- 10.5.1 Before deciding whether to impose a suspension, a principal or vice principal 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 their behaviour;
 - the student does not have the ability to understand the foreseeable consequences of their behaviour; or
 - the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

10.5.2 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 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; and
- 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 their school and from engaging in all school-related activities.

10.6 Consultation

Before imposing a suspension of 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;
- 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

10.7 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:
 - the reason for suspension;
 - the duration of the suspension, including the pupil's date of return to school;
 - information about the Alternative Suspension Program (ASP) the pupil is assigned to, where the pupil is suspended for six or more school days; and
 - information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the appropriate superintendent.
- 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.

10.8 Programs for Suspended Students

10.8.1 Homework packages will be made available for the student who is suspended for one day or longer.

10.8.2 A student suspended for more than five 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.

10.8.3 Participation in the recommended program is not mandatory.

10.8.4 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- 10.11.4 Upon receipt of written notice of the intention to appeal the suspension, the appropriate superintendent:
- 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 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 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
 - will, where a settlement is not effected, provide notice of the review decision to the adult pupil or pupil's parent/guardian.
- 10.11.5 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 will:
- 10.11.5.1 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 regarding the suspension review.
- 10.11.5.2 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.
- 10.11.6 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

10.11.7 The parties in an appeal to the Suspension Appeals/Expulsion Hearing Committee shall be:

- the principal who suspended the pupil;
- 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;
- the pupil's parent/guardian, if the pupil's parent/guardian appealed the decision to suspend the pupil;
- 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; and
- 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.

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

10.12.1 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.

10.12.2 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 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.
- The Suspension Appeals/Expulsion Hearing Committee may ask any party or the pupil, where appropriate, questions of clarification.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- 10.12.3 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.
- 10.12.4 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, the chair of the committee may call for the assistance of a police officer to enforce any such order or direction.
- 10.12.5 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.
- 10.12.6 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:
- confirm the suspension and its duration;
 - 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
 - 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.

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

10.13 Re-Entry

Following a suspension of six 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.

SCHOOL-COMMUNITY RELATIONS	8000

<p>SCHOOL-COMMUNITY RELATIONS</p> <p>SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES</p>	<p>8000</p> <p>8070</p>
--	---------------------------------------

The principal will also contact the police consistent with the Police/School Protocol if the infraction the pupil is suspected of committing requires such contact. The principal will also consult with their superintendent.

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 illegal or restricted drugs;
- committing robbery;
- giving alcohol or cannabis 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 **Provincial, B**oard 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 **Provincial, B**oard or school's 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
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

11.1 Mitigating Factors and Other Factors

The principal will consider mitigating and other factors (see 10.5.1) 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 to 20 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

11.3.4 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 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 their parent/guardian refuses to participate in an ASP.

11.4.3 A 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 their parent/guardian declines the offer to participate in an ASP, the principal shall record the date and time of such refusal.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

11.5 Planning Meeting

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 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 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.

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 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 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

As part of the investigation, the principal shall:

- 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:
 - a copy of the board policies and guidelines regarding suspension appeals;
 - contact information for the appropriate superintendent;
 - a statement that written notice of an intention to appeal must be given within five 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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 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 **Provincial or** Board's 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:
 - 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;

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- 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.

The superintendent:

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

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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:

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 they have the right to be present at the expulsion hearing and to make submissions on 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 procedure to be followed in an Expulsion Hearing of a Student, of the Suspension Appeals/Expulsion Hearing Committee:

- 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 not imposed, the suspension should be confirmed, shortened or withdrawn; and
- such other matters as the Suspension Appeals/Expulsion Hearing Committee considers appropriate.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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

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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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 Procedure to be followed in an Expulsion Hearing of a Student, subject to the requirement that the hearing take place within 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 factors as outlined in 11.10 as well as other factors the Suspension Appeals/Expulsion Hearing Committee considers appropriate.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

- 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, 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 they attend a program for expelled pupils at another school board, unless they do 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 they were 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.
- 11.13.2 The pupil will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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 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 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.

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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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.

13.1 Delegation of Authority to a Vice Principal

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 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 or fewer days in accordance with these procedures.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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 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:

- receive reports about suspension and expulsion infractions from Board employees and transportation providers;
- contact police in accordance with the Police/School Protocol;
- conduct investigations and inquiries;
- consider and implement progressive discipline measures;
- impose suspensions of between one and five 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 or more days, the vice principal shall consult with and/or receive direction from the principal or superintendent throughout the investigation process.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

A vice principal may not be delegated the power to impose a suspension of more than five 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 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 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 or more days, the superintendent, with a 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 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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

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, they 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.

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.

SCHOOL-COMMUNITY RELATIONS	8000
SAFE SCHOOLS - SYSTEM EXPECTATIONS PROCEDURES	8070

14. Review

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

<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	Refer to Appendix F of 8070 Safe Schools – System Expectations Procedures
7040 Violence in the Workplace	December 11, 2001	
8040 Trespass to Schools	March 5, 2002	
8071 Bullying Prevention and Intervention	June 27, 2006	
8072 Sexual Orientation and Gender Identity	January 22, 2008	<i>Policy/Program Memorandum No. 128 The Provincial Code of Conduct / School Board Codes of Conduct</i>
8073 Dress Code	September 28, 2010	
	January 22, 2013	
	September 22, 2015	
	November 27, 2018	

G:\POL\8070_safe_schools_sys_exp_proc

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 years old and has removed him/herself from parental control.

Before and After School Programs – *refers to extended day programs and third party programs, as defined in the Education Act.*

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.

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 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.

Exclusion – the principal may refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils.

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.

Medical Cannabis User – means a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.

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.

Personal Mobile Device – *refers to any personal electronic device that can be used to communicate or to access the internet, such as a cellphone or a tablet.*

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.

School Suspension – is when the principal suspends the pupil from their school and from engaging in all school-related activities.

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.

Violent Incident – is an occurrence of any one of the following or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm;
- physical assault causing bodily harm requiring medical attention;
- sexual assault;
- robbery;
- using a weapon to cause or to threaten bodily harm to another person;
- extortion; and
- hate and/or bias-motivated occurrences.

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)

	As per PPM 120
	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)

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	
------------	-----------	-------	--

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

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 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 **Provincial**, 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.

(material referenced from PPM 145)

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.
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, illegal and/or restricted drugs or unless the pupil is a medical cannabis user, cannabis
- Being under the influence of alcohol, illegal and/or restricted drugs or unless the pupil is a medical cannabis user, cannabis
- 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

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 or cannabis 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

Type of Incident Check (X) all that apply

ACTIVITIES LEADING TO A POSSIBLE SUSPENSION

Under Section 306(1) of the Education Act

- 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

- 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 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 **Provincial**, 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 _____



Provincial Code of Conduct
from Ontario PPM 128 ~~December 05, 2012~~ **November 04, 2019**

The Provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply to students whether they are on school property, ***in a virtual learning environment***, on school buses, at school-related events or activities, ***in before and after school programs***, 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, ***early childhood educators***, other school staff, parents, ***school bus drivers***, volunteers, and ***members of various*** 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 ***and, except by a medical cannabis user, cannabis.***
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, **creed, sex, religion, gender, sexual orientation, gender identity, gender expression**, age, **marital status, family status** 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; ~~and~~ **including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes (Permitted purposes are: for educational purposes, as directed by an educator; for health and medical purposes; to support special education needs; as an accommodation under the Human Rights Code); and**
- 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, **including cyberbullying**;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis 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** alcohol, **cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs** ~~illegal, and/or restricted drugs or unless the person is a medical cannabis user, cannabis;~~
- ~~be under the influence of alcohol, illegal, and/or restricted drugs or unless the person is a medical cannabis user, cannabis;~~
- provide others with alcohol, **illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)**; ~~illegal and/or restricted 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.

Roles and Responsibilities

School Boards

School boards provide direction to their schools to **promote student achievement and well-being and 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 **and revise them as necessary**;
- seek input from school councils, **as well as from the board's** ~~their~~ Parent Involvement Committee, ~~and their~~ Special Education Advisory Committee, **and Indigenous Education Advisory Council**;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety; and
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to **promote student achievement and well-being** ~~develop and maintain academic excellence in a safe,~~ **inclusive, and accepting** 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 **student achievement and well-being** ~~academic excellence in a safe, inclusive, and accepting teaching and learning environment~~;
- holding everyone under their authority accountable for ~~his or her~~ **their own** behaviour and actions;
- empowering students to be positive leaders in their school and community; and
- 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 **a positive learning environment** ~~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 **and fair** standards of behaviour for all students;
- demonstrate respect for **one another**, all students, ~~staff~~, parents, volunteers, and other members of the school community; and
- 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~~ students:

- comes to school prepared, on time, and ready to learn;
- shows respect for ~~himself or herself~~ **themselves, and** for others, and for those in **positions of 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~~ **their** 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~~ **are engaged** in their child's schoolwork 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~~ **become** familiar with the provincial Code of Conduct, the Board's code of conduct, and, **if applicable, the school's code of conduct** ~~school rules~~;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

Through outreach, **existing** partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Aboriginal Elders, **Senators, Knowledge Keepers**) 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.

Police

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 ***the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education***, 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.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2019 MAY 6
6:30 p.m.

MEMBERS PRESENT:

Jennifer Davis
Sue Doughty-Smith
Robert Eady
Chitra Jacob
Sharon Kanutski

Ian MacRae
Michael Otway
Shaun Peirce
Ruth Vannieuwenhuizen
Laura Walker

RESOURCE:

Judy Hill, Executive Assistant
Bruce Nugent, Communications Officer

MEMBERS ABSENT, WITH REGRET:

Robin Cawlishaw
Shannon Jessiman-MacArthur
Krista Power
Laura Prodanyk
Fred Van Elburg

GUESTS:

Colleen Kappel, Superintendent of Education
Mahejabeen Ebrahim, Human Rights and Equity Advisor

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

Director MacRae called the meeting to order and welcomed everyone to the last meeting of the 2018-2019 school year.

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.

4. Director's Report

Director MacRae highlighted recent reports to the Board that included Semi Annual Student Achievement, School Year Calendar 2019-2020, Policy Reviews on Special Education and Prevalent Medical Conditions, Lakehead University Achievement Program and Special Education Programs and Services. Director MacRae informed the group that confirmation was received from the Ministry on the approval of the 2019-2020 school year calendar. Director MacRae provide an update on the Hammarskjold High School situation.

5. Confirmation of Minutes – March 14, 2019

The minutes were confirmed by consensus.

6. PIC Budget Deputation Feedback

Jenn Davis, Co-Chair, provided an update on PIC's budget deputation to trustees she presented on behalf of PIC on April 2, 2019. Questions from the group were addressed.

7. Human Rights and Equity in Education

Colleen Kappel, Superintendent of Education, introduced Mahejabeen Ebrahim, Human Rights and Equity Advisor, who provided a power point presentation on Human Rights and Equity. Mahejabeen informed the group that the Board is being proactive in bringing human rights and equity to the forefront and that the mental well being of staff and students is of utmost importance. There is a need for human rights and equity due to an increasingly diverse student population and to provide equitable outcomes for students. The Board is accomplishing this through leadership commitment, policies and procedures for fair and consistent processes and talented staff to deliver education and services. Questions from the group were addressed.

8. 2018-2019 PIC Budget Carry Forward

The committee agreed, by consensus, to request the remainder of its 2018-2019 budget on August 31, 2019 be carried forward to the 2019-2020 school year. The committee plans to undertake a project in the Fall.

9. Special Education Advisory Committee Report

Michael Otway, SEAC representative, reported on the following from their April 17, 2019 meeting: review of 2019-2020 budget deputation, parent/community engagement session, advocacy tracking and SEAC video update.

10. Aboriginal Education Advisory Committee Report

Sharon Kanutski, AEAC representative, reported on the following from their April 18, 2019 meeting: presentations on Mine Craft Coding, budget and Lakehead University's Achievement program, Indigenous trustee, Indigenous student trustee and information on the Aboriginal Youth Achievement Recognition Awards that were held on May 1, 2019.

11. Next Meeting

The next meeting will be held on Monday, September 9, 2019 at 6:30 p.m.

12. Adjournment

The meeting adjourned at 7:45 p.m.



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

DATE: Thursday, June 13, 2019, Board Room, Education Centre

MEMBERS PRESENT: Sharon Kanutski, Sherri-Lynne Pharand, Elliott Cromarty, Maggie Rutter, Pauline Fontaine, Elder Gerry Martin, Jasmine Sgambelluri, Anna Fern Kakegamic (alternate for Kathy Beardy), Anika Guthrie, Trustee Ryan Sitch; Mike Judge, Donna Flasz; Fred Van Elburg, Ashley Nurmela, Dolores Wawia, Mahejabeen Ebrahim; Ardelle Sagutcheway; Lindsay Catlin-Gravelle; Kathy Beardy, Board Chair Ellen Chambers, Lawrence Baxter, Cheryl King-Zewiec, AJ Keene

ABSENT WITH REGRET: Chris Larocque, Elder Isabelle Mercier, Brandon Moonias, Noel Jones, Brittany Collins, Leanna Marshall, Skylene Metatawabin, Jane Lower, Serena Essex

GUESTS: **Jo Jo Guillet; Daniel Griffin, Generator**

	AGENDA ITEM	DISCUSSION	ACTION
1.	Opening Ceremonies	Sherri-Lynne Pharand called the meeting to order at 9:30 a.m. and asked Elder Gerry Martin to conduct the opening.	
2.	Welcome and Introductions	2.1 Sherri-Lynne Pharand thanked Elder Martin for the opening. She welcomed everyone, including our new members (approved at May 28 th Board Meeting) and guests - introductions were made. Regrets and substitutions were noted and the attendance sheet was circulated.	
3.	Agenda / Minutes		
	3.1 Approval of Agenda – June 13, 2019	Moved by Pauline Fontaine and seconded by Sharon Kanutski that the agenda for the June 13, 2019 AEAC meeting be approved as amended with the addition of: 5.2 Indigenous Cultural Safety (ICS) Pilot Project Carried	

	AGENDA ITEM	DISCUSSION	ACTION
	3.2 Approval of Minutes – May 16, 2019	Moved by Cheryl King-Zewiec and seconded by Pauline Fontaine that the minutes for the May 16, 2019 AEAC meeting be approved. Carried.	
4.	Correspondence	The correspondence file was circulated (along with an arrow head from Martin Falls area which will be given to Lawrence to return to his community where it was found many years ago).	
5.	Presentations		
	5.1 Presentation	Presentation to Jo Jo Guillet – Anita Guthrie presented Jo Jo Guillet, with a retirement gift to thank her for her advocacy over the years.	Anika Guthrie
	5.2 ICS Project	Indigenous Cultural Safety Pilot Project – Research into Alternate Education Mahejabeen Ebrahim shared information on the Pilot Project which will: <ul style="list-style-type: none"> • explore cultural safety to remove systemic barriers for First Nations, Metis and Inuit youth; • deepen understanding on Indigenous cultural safety, human rights and equity; • enhance learning experience, increase sense of belonging and safety as well as leadership; • empower students and keep them in the classroom; and • address systemic issues that keep students in alternate education. 	Mahejabeen Ebrahim
	5.3 Cultural Safety Campaign – update	Formerly called: Racial Equity Campaign Daniel Griffin discussed the: <ul style="list-style-type: none"> • foundations; • priorities; • partnerships; • initiatives; • project leads for each piece; • timing; and • how to measure performance. He handed out the ‘multi-faceted/ multi-year’ plan. Discussion ensued and some suggestions were given. AEAC members were supportive of the plan with the addition of the edits that were suggested.	Daniel Griffin Ashley Nurmela Anika Guthrie

	AGENDA ITEM	DISCUSSION	ACTION
		<p>With AEAC's approval, Sherri-Lynne Pharand will bring it to trustees in the fall.</p> <p>During the Board's Strategic Planning in the fall, AEAC would like to ensure that the Cultural Safety Campaign is considered as an integral part of the process as a whole.</p> <p>Sherri-Lynne Pharand thanked the group for their efforts.</p>	
	5.4 Summer Program	<p>AJ Keene provided information on the summer camps that are running this year. There will be eleven (11) Elementary camps running from July 3 – 19 (8:30 – 2:30) every day – 4 Numeracy, 3 Literacy, 3 FNMI focus and 1 blended Literacy and Numeracy.</p> <p>Secondary Camps:</p> <ul style="list-style-type: none"> • Credit Recovery – Grades 9 – 12 – July 2 – 26 • Dual Credits in Taste of the Trades and Culinary – Grades 11 – 12 - July 8 – 26 • R4 Camp – Grades 9 – 10 – July 2 – 5 • GLS credit in August – Reach Ahead – FNMI students going into Grade 9 in September – August 19 – 30 – Grad Coach supported <p>A full report on summer camps will be provided at the September meeting.</p>	AJ Keene
6.	Business Arising from Minutes		
	6.1 Parent Involvement Committee (PIC)	<p>Sherri-Lynne reminded AEAC of the letter from Ian MacRae asking for an AEAC representative (and alternate) for the Parent Involvement Committee (PIC) for the 2019 – 2020 school year.</p> <p>Sharon Kanutski gave an overview of what the PIC meetings entail. She is willing to be the alternate member and we will ask Serena at the September meeting if she wants to be the member for the 2019 – 2020 school year. All members were asked to consider this opportunity.</p>	
	6.2 First Nation Trustee Update	<p>First Nation Trustee</p> <p>On Thursday, May 23 Gerry Martin and Sherri-Lynne Pharand gave a presentation to Trustees.</p>	Trustee Sitch

	AGENDA ITEM	DISCUSSION	ACTION
		<p>Trustee Sitch informed the committee that the motion was passed at Standing Committee meeting and it will be discussed and voted on at the June 25th Regular Board Meeting.</p> <p>It was suggested that a letter be written to the Board and then ultimately to the Minister of Education regarding changing the Policy concerning Indigenous Trustees. In preparation to writing the letter, Sherri-Lynne Pharand will do some research and report back to the committee in September.</p> <p>Gerry Martin thanked Ryan, Ellen and Sherri-Lynne for moving this along.</p>	
	6.3 Pow Wow Follow-up	<p>A Pow Wow was held on June 13th on the Board Office grounds and was well attended by the public. This Pow Wow was funded by a donation from the Parent Involvement Committee.</p> <p>The Graduation Coaches expressed interest in hosting another Pow Wow next year and Jo Jo Guillet will help direct them to funding sources.</p> <p>Sherri-Lynne Pharand expressed thanks to all who helped organize the pow wow.</p>	Ashley Nurmela
	6.4 Indigenous Student Trustee – follow-up	<p>All trustees received a copy of the letter submitted by AEAC requesting their support for an Indigenous Student Trustee. The letter will go before the Board at the June 25th Board Meeting.</p> <p>Hopefully this will prompt a Policy update in the fall, at which time AEAC members will have an opportunity to make suggestions.</p>	Sherri-Lynne Pharand
	6.5 Flag Follow-up	<p>The second flag pole is being installed over the summer.</p> <p>The Coordinating Committee received a copy of the letter submitted by AEAC requesting their support to have flags of our Territorial Student Program communities flown when the flag pole is not in use for another purpose. The letter will now go to all trustees and then to the Board at a future meeting.</p>	Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION	ACTION
7.	New Business		
	7.1	No new business	Sherri-Lynne Pharand
8.	Ongoing Business		
	8.1	<p>Anika Guthrie and Jasmine Sgambelluri gave the following update on Native Language Supports and Resources:</p> <ul style="list-style-type: none"> • in the 2019 – 2020 school year, there will be 3 meetings/workshops regarding Native Language; • LDSB has reached out to recent LU graduates who might be interested in teaching Native language in our schools; • Interviews for Native language teachers is taking place this month; • HR is in the process of changing the wording on future postings as per recommendations from AEAC; <p>It was noted that since ‘language is the cornerstone of culture’ we need good Native language programs in our schools, possibly even a Cree immersion program that is provincially funded. Jane Lower and Sherri-Lynne Pharand visited an Ojibwe school in Winnipeg earlier this year. Sherri-Lynne will look into the policy and bring more information back to the Committee in the fall.</p>	Anika Guthrie Jasmine Sgambelluri
9.	Updates		
		<p>9.1 Staff Training</p> <p>9.2 Youth Fusion</p> <p>9.3 National Indigenous Peoples Day posters</p> <p>9.4 Global Competency – gift for each member re input given by AEAC</p> <p>9.5 Education Day – over 250 students (included Pikangikum students)</p> <p>9.6 Update on Minister’s Visit re new curriculum – copies available for anyone interested</p>	<p>Ashley Nurmela (handout given to members)</p> <p>Anika Guthrie Jasmine Sgambelluri</p>

	AGENDA ITEM	DISCUSSION	ACTION
10.	Information and Inquiries	<p>10.1 AEAC Pictures for Website</p> <p>Heather Houston took a photo of the committee which will be posted on the website.</p>	Sherri-Lynne Pharand
		<p>10.2 Coming Together to Talk</p> <p>Ardelle Sagutcheway shared some follow up information on the Coming Together to Talk session including comments and messages from the attendees. The students who attended are working on a report that will be completed in the fall. They are now planning a session for adults.</p> <p>The student comments and messages will be shared with Generator for consideration in the Cultural Safety Campaign.</p>	Ardelle Sagutcheway
		<p>10.3 Internal Signage for New School</p> <p>Sherri-Lynne Pharand asked the committee for direction related to signage at the new school. Signage for certain rooms e.g. office, library etc. will be in English, French and Ojibwe. The question for AEAC is: should the Ojibwe be in syllabics or Roman orthography?</p> <p>After discussion, it was agreed that Roman orthography is best. Two names were suggested and they will be contacted for help with the translation. Once we get the translations, we will share it with other schools.</p>	Sherri-Lynne Pharand
		<p>10.4 Blanket Exercise</p> <p>Ellen Chambers said that the Blanket Exercise held at Five Mile School for grade 6, 7, 8 students was a meaningful experience for all. Ashley Nurmela and Anika Guthrie are looking for a date to offer this for LDSB staff.</p>	Ellen Chambers
		<p>10.5 New School</p> <p>Ecole Elsie MacGill Public School is the name that is going forward to Trustees at the Special Board Meeting on June 13th.</p>	Sherri-Lynne Pharand

	AGENDA ITEM	DISCUSSION	ACTION
11.	Closing	Elder Gerry Martin closed the meeting with a prayer.	
12.	Next Meeting	Thursday, September 19, 2019	
13.	Adjournment	The meeting adjourned at 12:10 p.m.	

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2019 OCT 08
Report No. 081-19

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

RE: APPOINTMENTS TO THE 2019-2020 PARENT INVOLVEMENT COMMITTEE

1. Background

- 1.1 In September 2010, the Ministry of Education adopted Ontario Regulation 330/10 School Councils and Parent Involvement Committees requiring school boards to establish a Parent Involvement Committee that adheres to the requirements outlined in legislation.
- 1.2 The legislation outlined processes and timelines. The Parent Involvement Committee established working By-Laws that satisfied the legislation. The current By-Laws were adopted by the Parent Involvement Committee on September 9, 2019.

2. Situation

- 2.1 Parent Involvement Committee appointments must be approved by the Board.
- 2.2 Parent Voting Members

The parent voting members include: (one or two year terms)

- four school council representatives;
- two parent members;
- one parent member appointed from the Special Education Advisory Committee;
- one parent member appointed from the Aboriginal Education Advisory Committee; and
- alternate representatives that are appointed for one year only.

2.2.1 Parent members can be employees of Lakehead District School Board.

2.2.2 Currently, Laura Walker, parent member, and Shaun Peirce, school council representative, are serving two year terms from November 15, 2018 to November 14, 2020.

2.3 Community Voting Members

Up to three community representatives that are voting members can be appointed to the committee. Community representatives cannot be employees or members of Lakehead District School Board.

2.4 Voting member positions were advertised through school newsletters, Twitter, and on the Board's website and Facebook. Applications were due September 20, 2019.

2.5 Non-Voting Members

The non-voting members include: (one year terms)

- director of education;
- one trustee;
- one principal;
- one teacher; and
- alternate representatives.

2.5.1 The trustee and trustee alternate representative will be appointed by the Board after its Inaugural Meeting on December 3, 2019.

2.6 The Parent Involvement Committee will continue to seek members for the remaining vacancies.

3. Conclusion

A recommendation to approve the Parent Involvement Committee appointments for 2019-2020 is included in this report.

RECOMMENDATION:

It is recommended that Lakehead District School Board:

1. Approve the following appointments to the 2019-2020 Parent Involvement Committee effective November 15, 2019 to November 14, 2020:
 - Serena Essex, Aboriginal Education Advisory Committee representative;
 - Sharon Kanutski, Aboriginal Education Advisory Committee alternate representative;
 - Michael Otway, Special Education Advisory Committee representative;
 - Miranda Myers, Special Education Advisory Committee alternate representative;
 - Shannon Jessiman-MacArthur, principal representative;
 - AJ Keene, alternate principal representative;
 - Laura Prodanyk, community representative;
 - Robin Cawlishaw, community representative;
 - Julie Morin, alternate parent member;
 - Fred Van Elburg, teacher representative; and
 - Kathleen Andrews, alternate teacher representative.
2. Approve the appointment of Chitra Jacob, parent member, to the 2019-2020 and 2020-2021 Parent Involvement Committee effective November 15, 2019 to November 14, 2021.

Respectfully submitted,

IAN MACRAE
Director of Education