



Office of the Director

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

REGULAR BOARD MEETING NO. 5
Tuesday, January 22, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Deborah Massaro
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 – 7:00 p.m. (SEE ATTACHED AGENDA)		
6. Report of Committee of the Whole – Closed Session		
7. Delegations/Presentations		
7.1 McKellar Park Central Public School - Building Success by Building Leaders	S. Pharand	1-2
8. Confirmation of Minutes		
8.1 Regular Board Meeting No. 3 - December 18, 2012	D. Massaro	3-7
8.2 Board Meeting No. 4 (Special) - January 14, 2013	D. Massaro	8-9
9. Business Arising from the Minutes		

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

<u>MATTERS NOT REQUIRING A DECISION:</u>		<u>Resource Person</u>	<u>Pages</u>
10.	Information Reports		
10.1	Ontario Public School Boards' Association (OPSBA) Report	G. Saarinen	Verbal
10.2	Student Trustee Report	R. Kendrick	Handout
10.3	First Nations, Métis, Inuit Audit (023-13)	S. Pharand	10-15
10.4	Aboriginal Education (022-13)	S. Pharand	16-20
10.5	Aboriginal Education Advisory Committee Meeting Minutes - November 16, 2012	S. Pharand	21-23
10.6	Parent Involvement Committee Meeting Minutes - November 19, 2012	C. Siemieniuk	24-27
11.	First Reports		

MATTERS FOR DECISION:

12.	Postponed Reports		
13.	Recommendation from the Standing Committee (016-13)	K. Wilson	28
13.1	Kindergarten (013-13)		
	<i>It is recommended that the Lakehead District School Board expand full time Kindergarten to all school sites for the 2013-2014 school year.</i>		
14.	Ad Hoc and Special Committee Reports		
15.	New Reports		
15.1	Age-Friendly Thunder Bay (021-13)	D. Massaro	29
	<i>It is recommended that Lakehead District School Board:</i>		
	1. <i>Endorse the Thunder Bay Senior Charter.</i>		
	2. <i>Appoint Trustee _____ to the Age-Friendly Thunder Bay Committee.</i>		

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

		<u>Resource Person</u>	<u>Pages</u>
15.2	Policy Review – 8070 Safe Schools – System Expectations and 8071 Bullying Prevention and Intervention (020-13)	C. Kappel	30-110

It is recommended that Lakehead District School Board:

1. *Apply the use of Policy Development and Review policy, Section 6 which reads as follows:*

“Notwithstanding the provisions of this policy, where circumstances arise which, in the opinion of the Board require immediate action in the best interest of the overall management of the school system, the Board, may, with the support of the majority of the Trustees, alter the details of the policy.”

2. *Approve 8070 Safe Schools – System Expectations policy, Appendix A to Report No. 020-13.*
3. *Approve 8071 Bullying Prevention and Intervention policy, Appendix C to Report No. 020-13.*

15.3	Revisions to Multi-Year Strategic Plan 2011 – 2014 (019-13)	C. Siemieniuk	111-112
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It is recommended that Lakehead District School Board approve the revised Strategic Plan as outlined in Appendix A of Report No. 019-13.

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

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



Office of the Director

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REGULAR BOARD MEETING NO. 5
Tuesday, January 22, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Deborah Massaro
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
7:00 P.M. – in the Sibley Room

	<u>Resource Person</u>	<u>Pages</u>
5.1 Confirmation of Committee of the Whole - Closed Session Minutes		
5.1.1 Regular Board Meeting No. 3 - December 18, 2012	D. Massaro	1-2
5.1.2 Board Meeting No. 4 (Special) - January 14, 2013	D. Massaro	3-4
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Negotiations	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Report Progress		

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

LAKEHEAD DISTRICT SCHOOL BOARD



CELEBRATING STUDENT ACHIEVEMENT

School: *McKellar Park Central Public School*

Title of Initiative: *Building Success by Building Leaders*

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	Our focus this year is to continue with high expectations for learning, coupled with the ongoing efforts to reduce bullying and encourage positive peer relationships and behaviour through the Strengths based approach and the anti-bullying initiative involving the student Ambassadors.
2. Rationale for selecting the initiative	Our school climate survey (2011-2012) indicated that students are still hesitant to report bullying for fear of “getting into trouble”. Through the Ambassador program and using the Strengths based approach, we help students develop the confidence and strategies to make positive choices.
3. Intended outcomes of the initiative related to improved student achievement	The students will continue to develop self-awareness, a positive self-concept and to feel confident in their academic output as well as their involvement in the school community. They will hopefully feel more comfortable to report bullying without fear of reprisal.
4. Description of the data used	School survey data: 45% of students have been bullied (physically, verbally and socially) 61% have seen physical and heard verbal harassment; 83% claim to have tried to help someone being bullied; 59% didn't do anything because they didn't want to get involved; 39% didn't want to get in trouble; 56% are ignoring when being bullied; 98% feel that they can talk to an adult if they are being harassed and feel that the administrators are dealing with bullying; 98% claim to know how to report bullying
5. Brief description of the significant activities or strategies involved with the initiative	-anonymous reporting box for bullying-prepared and presented by the Ambassadors -Future Aces program that will begin on Jan. 24-a program to develop young leaders that the Ambassadors will take the lead on.

	<ul style="list-style-type: none"> -Ambassador Cougar ticket blitz during Bullying Awareness week -Ambassador bulletin board to highlight their new Mission Statement -Dramatic presentation by the Ambassadors of “How Full is Your Bucket” to launch Bullying Awareness week.
6. One or two highlights of the above activities	<ul style="list-style-type: none"> -increased positive behaviours (far fewer suspensions and detentions) -anonymous reporting-use of “box”
7. Description of any unexpected results or “moments of serendipity” related to the initiative	Students are reporting to teachers and administrators when they see concerns or hear that others are being treated unkindly.
8. Description of one or two interesting findings that would be useful or helpful to other schools	The Ambassador program continues to be a way to allow students to participate in a leadership role using their strengths.
9. Identification of one or two noteworthy hurdles or stumbling-blocks	
10. Next steps in pursuing the initiative	Continue to involve the Ambassadors as leaders at Assemblies and in other school based initiatives such as the Future Aces program. Continue to promote Strengths and help students be the best that they can be.
11. Lessons learned about the school’s efforts to improve student achievement	When students feel good about themselves and are involved in their school community, they perform better in the classroom.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF REGULAR BOARD MEETING NO. 3

Board Room
Jim McCuaig Education Centre

2012 DEC 18

TRUSTEES PRESENT:

Deborah Massaro (Chair)
Karen Wilson (Vice Chair)
Marg Arnone
Pat Johansen

Lori Lukinuk
Ron Oikonen
Jack Playford
George Saarinen – via teleconference
Rheanna Kendrick (Student Trustee)

SENIOR ADMINISTRATION:

Catherine Siemieniuk, Director of Education
Colleen Kappel, Superintendent of Education
Ian MacRae, Superintendent of Education
Sherry-Lynne Pharand, Superintendent of Education
David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Anne Marie McMahon-Dupuis, Lakehead Principals/Vice Principals
Angelina Tassone-Vogrig, Lakehead Principals/Vice Principals

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Wilson

Seconded by Trustee Arnone

“THAT the Agenda for Regular Board Meeting No. 3, December 18, 2012 be approved.”

CARRIED

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

Moved by Trustee Johansen

Seconded by Trustee Lukinuk

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

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Regular Board Meeting No. 15*
 - *November 27, 2012*

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *Board Meeting No. 2 (Special)*
 - *December 6, 2012*
- *Personnel Matter*
- *Negotiations*

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. Report of Committee of the Whole – Closed Session

Moved by Trustee Johansen

Seconded by Trustee Arnone

“THAT the Report of the Regular Board – Committee of the Whole – Closed Session be adopted with the following recommendations therein:

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Regular Board Meeting No. 15, November 27, 2012.’

‘THAT Lakehead District School Board approve the Committee of the Whole – Closed Session Minutes of Board Meeting No. 2 (Special), December 6, 2012.’”

CARRIED

5. Confirmation of Minutes

Moved by Trustee Saarinen

Seconded by Trustee Wilson

Regarding item number 21.1, Trustee Lukinuk requested confirmation of the information shared by the Director pertaining to any or all Territorial Student Program’s (TSP) board and lodging issues. Catherine Siemieniuk, Director of Education, responded that only one TSP board and lodging issue had been drawn to her attention and it has been dealt with. Trustee Lukinuk requested a correction to the minutes.

Chair Massaro inquired if Trustees were opposed to this request due to the fact that the minutes reflect that there were no other TSP board and lodging issues.

Point of Order

Trustee Lukinuk stated that the minutes should be corrected.

Chair Massaro noted that the recording secretary’s minutes reflect that all TSP board and lodging issues have been dealt with and overruled the point of order.

Second Point of Order

Trustee Lukinuk noted that the minutes are the Trustees' minutes.

Chair Massaro inquired if Trustee Lukinuk would like to appeal the decision of the Chair.

Trustee Lukinuk stated that no she would not like to appeal the decision of the Chair, however she disagreed with the ruling and remarked that the Chair should learn how to run a meeting.

Chair Massaro stated that Trustee Lukinuk was out of order.

"THAT Lakehead District School Board approve the Minutes of Regular Board Meeting No. 15, November 27, 2012."

CARRIED

6. Confirmation of Minutes

Moved by Trustee Wilson

Seconded by Trustee Oikonen

"THAT the Lakehead District School Board approve the Minutes of the Annual Board Meeting, December 4, 2012."

CARRIED

7. Confirmation of Minutes

Moved by Trustee Johansen

Seconded by Trustee Oikonen

"THAT Lakehead District School Board approve the Minutes of Board Meeting No. 2 (Special), December 6, 2012."

CARRIED

MATTERS NOT REQUIRING A DECISION:

8. Ontario Public School Boards' Association (OPSBA) Report

Trustee Oikonen, Ontario Public School Boards' Association Director and voting delegate, presented his final report highlighting the information addressed at the November 30 and December 1 OPSBA Board of Directors meetings. Items addressed included: legal issues, labour relations, finance, and media and government relations. Trustee Oikonen noted that Trustee Saarinen now represents the Lakehead District School Board as the Ontario Public School Boards' Association Director and voting delegate and Trustee Playford is the alternate representative. Trustees were reminded to submit all agenda items for the February 22 and 23 Board of Directors meetings to Trustee Playford prior to the January 31 Ontario Public School Boards' Association Public Education Symposium (PES).

9. Student Trustee Report

Rheanna Kendrick, Student Trustee, provided a handout as her report. Items addressed included Thunder Bay's Christmas Cheer Fund and elementary school visits.

10. Special Education Advisory Committee Meeting Minutes – October 17, 2012

Colleen Kappel, Superintendent of Education, presented the October 17, 2012 minutes for information.

11. Mathematics K-12 (011-13)

Sherry-Lynne Pharand, Superintendent of Education, introduced Nicole Walter-Rowan, Program Coordinator, who presented the report. Initiatives highlighted included: working groups, Professional Learning Groups, assessment and evaluation, student and parent/guardian supports, coaching models, Homework Help Initiative, resources, partnerships, and next steps. All Trustees' questions were addressed.

MATTERS FOR DECISION:

12. Recommendation from the Budget Committee (012-13)

2012-2013 Revised Budget (008-13)

Moved by Trustee Arnone

Seconded by Trustee Saarinen

"THAT Lakehead District School Board approve the 2012-2013 Revised Budget as outlined in Report No. 008-13, 2012-2013 Revised Budget."

CARRIED

13. Approval of Appointment to the Special Education Advisory Committee (SEAC) (007-13)

Moved by Trustee Arnone

Seconded by Trustee Playford

"THAT Lakehead District School Board approve the appointment of Shawna Murphy Crupi as alternate member, representing Autism Ontario – Thunder Bay Chapter."

CARRIED

14. Information and Inquiries

14.1 Trustee Arnone reported that she and Trustees Johansen, Oikonen, Playford, and Wilson will attend Gorham and Ware Community Public School's Annual Christmas Feast on December 19.

14.2 Trustee Lukinuk requested information regarding an advertisement that was published in The Chronicle Journal pertaining to the Territorial Student Program (TSP). Catherine Siemieniuk, Director of Education, responded that the advertisement is to secure a roster of TSP board and lodging homes.

14.3 Trustee Wilson reported that Trustees, Senior Administration, and staff, participated in Thunder Bay's Christmas Cheer Fund on December 17.

14.4 Trustee Arnone reported that she participated in Undercover Project on December 18 and encouraged everyone to continue to donate to this worthy cause.

14.5 Chair Massaro wished everyone a safe and wonderful holiday season.

15. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Wilson

“THAT we do now adjourn at 8:27 p.m.”

CARRIED

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF BOARD MEETING NO. 4 (SPECIAL)

Sibley Room
Jim McCuaig Education Centre

2013 JAN 14

TRUSTEES PRESENT:

Deborah Massaro (Chair)
Karen Wilson (Vice Chair)
Marg Arnone
Pat Johansen

Lori Lukinuk
Jack Playford
George Saarinen

TRUSTEES ABSENT, WITH REGRET:

Ron Oikonen
Rheanna Kendrick (Student Trustee)

SENIOR ADMINISTRATION:

Catherine Siemieniuk, Director of Education
Colleen Kappel, Superintendent of Education
Ian MacRae, Superintendent of Education
Sherri-Lynne Pharand, Superintendent of Education
David Wright, Superintendent of Business

PUBLIC SESSION:

1. Approval of Agenda

Moved by Trustee Wilson

Seconded by Trustee Arnone

"THAT the Agenda for Board Meeting No. 4 (Special), January 14, 2013 be approved."

CARRIED

2. Resolve Into Committee of the Whole – Closed Session

Moved by Trustee Saarinen

Seconded by Trustee Johansen

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

- *Negotiations CUPE*
- *Negotiations*
-

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. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Lukinuk

“THAT we do now adjourn at 5:59 p.m.”

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JAN 22
Report No. 023-13

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: FIRST NATIONS, METIS, INUIT AUDIT

1. Background

- 1.1 A major part of the work identified by the Office of the Auditor General of Ontario is “to conduct value-for-money audits in selected areas of the government and the broader public sector. Audits are selected in areas where there may be concern and where the auditors believe they can have impact.”
- 1.2 In 2012, the Office of the Auditor General decided to perform an audit of the “unique problems the ministry, school boards and schools have in dealing with Aboriginal Education issues.”
- 1.3 On March 22, 2012, the Office of the Auditor General of Ontario notified the Lakehead District School Board that it was selected as one of three boards in the province to conduct audit work due to the “progress your board appears to have made in dealing with these issues”
- 1.4 The objective of the audit as identified by the auditor was to assess whether the Ministry and selected school boards have adequate procedures in place to:
 - identify and implement initiatives to improve First Nation, Métis and Inuit (FNMI) student achievement and to measure and report on the effectiveness of those initiatives; and
 - ensure that transfer payments intended for FNMI education initiatives are spent for the purposes intended and allocated based on student need.

2. Situation

- 2.1 Five members of the Office of the Auditor General met with Lakehead District School Board staff to review programs and services for Aboriginal Students during the week of May 7 – 11, 2012.
- 2.2 The following areas comprised some of the topics of discussion during the audit:
 - The policy development process;
 - Voluntary Self Identification Policy;
 - Transitions programs and projects;

- Tuition agreements;
- FNMI student goals in the board improvement plan;
- Data on student achievement;
- Resources and supports developed;
- Curriculum materials;
- Community and elder involvement;
- Board demographics;
- Research conducted;
- Professional Development and feedback; and
- School Visits.

2.3 Documentation and evidence of each of the above areas were provided to the auditors during the review process.

2.4 Elders and members of AEAC also met with the audit team to share their reflections on the work of the Lakehead District School Board in the area of Aboriginal Education.

3. Findings

3.1 The final report, entitled Education of Aboriginal Students: Report on the Audit was tabled with the clerk of the house and is now a public document.

3.2 The audit makes recommendations in the following 5 areas: Policy Goals and Planning; Voluntary, Confidential Self-Identification; Data Collection and Analysis; Funding and First Nation Students Living on Reserves and can be found in the full report.

3.2.1 Recommendation 1 - Policy Goals and Planning (Education of Aboriginal Students: Report on the Audit)

To help Aboriginal students succeed in school and reduce the gap in student achievement...the Ministry of Education and school boards should:

- Develop specific implementation plans that identify and address key obstacles faced by Aboriginal students and routinely review and update these plans to assess what progress is being made; and
- Include in these plans specific goals and performance measures as outlined in the Framework and objectively measure and report aggregate results to determine whether any progress is being made toward improving Aboriginal Student outcomes.

Lakehead District School Board:

- Sets specific goals in the board improvement plan annually to improve the achievement of Aboriginal students
- Reports the progress in the semi-annual student achievement report each year in April to trustees

3.2.2 Recommendation 2 - Voluntary, Confidential Self-Identification (Education of Aboriginal Students: Report on the Audit)

To obtain the population data necessary to better develop specific support programs, report on results, and identify opportunities to improve Aboriginal student achievement, the Ministry of Education should:

- Develop standard communication tools and disseminate best practices to assist boards in successfully implementing an effective student self-identification process; and
- Develop a policy guide for self-identification by Aboriginal teaching and non-teaching staff and oversee the effective implementation of this policy.

Lakehead District School Board:

- Has a Voluntary Aboriginal Student Self-Identification Policy (8062) which has been in place since May 22, 2007. All students have had the opportunity to voluntarily self-identify since September 2007. The data is regularly used to support the development and implementation of programs, plan professional development and monitor progress of students.
- Has passed a motion to develop a voluntary staff self identification policy. This policy is scheduled to be complete by June 2013.

3.3.3 Recommendation 3- Data Collection and Analysis (Education of Aboriginal Students: Report on the Audit)

To help assess the progress being made toward achieving the goals and performance measures outlined in the *Ontario First Nation, Métis, Inuit Education Policy Framework*, the Ministry of Education and school boards should:

- Establish a baseline with respect to the goals and performance measures identified in the Framework and set measurable, realistic targets; and
- Periodically review progress made with regard to closing the gap between Aboriginal and non-Aboriginal student achievement so

that additional or alternative strategies can be implemented where necessary.

Lakehead District School Board:

- Sets specific, measurable, achievable, results-oriented, and time bound (SMART) goals annually specific to the achievement of Aboriginal Students
- Reports progress on the goals annually. As a result of training and supports, improvements in achievement are being noted. Annual monitoring allows for the implementation of targeted programs and supports, such as the Tutors in a Cultural Environment program started in each secondary school this school year. While there is still work to do, measurable progress is being made in specific areas.

It is important to note that while Lakehead District School Board measures improvement over time of its voluntarily self identified students, it is difficult to compare results to the provincial achievement results. Not all boards report their voluntary self identification data; therefore, provincial comparisons are not yet statistically reliable.

3.3.4 Recommendation 4 - Funding (Education of Aboriginal Students: Report on the Audit)

To better ensure that funding is allocated based on the needs of Aboriginal students, the Ministry of Education should:

- Consider basing per-pupil funding on more current and reliable Aboriginal student enrolment data, as this could result in a more equitable funding allocation;
- Where funding is allocated in response to board proposals, document the underlying rationale for the funding and communicate to boards the justification for accepting or rejecting their proposals; and
- Implement report-back processes not only to demonstrate that funds are spent for the purposes intended but also to obtain information on the success of different types of support programs boards are undertaking.

While this recommendation is only for the Ministry of Education, the recommendation to base the funding on self-identification data will be a more accurate and up-to date reflection of the actual number of students in a school board.

Where funding is allocated in response to proposals, a timely response that aligns with the school year is important to its success.

3.3.5 Recommendation 5 - First Nation Students Living on Reserves (Education of Aboriginal Students: Report on the Audit)

In order to improve educational outcomes for First Nation students living on reserves, the Ministry of Education and, where applicable, school boards, should:

- Develop standardized template tuition agreements and guidelines that can be used by all boards and periodically monitor whether valid tuition agreements are in place with all bands;
- Take a more proactive role to encourage boards to share best practices to assist with the transition of students from on-reserve schools to the provincial education system;
- Separately measure and report on the effectiveness of initiatives implemented to address the unique challenges faces by on-reserve students attending provincially funded schools; and
- Continue to participate in and more proactively engage in tripartite agreement discussions with the federal government and First Nation organizations.

Lakehead District School Board:

- Has implemented numerous strategies to support students transitioning from on-reserve schools to the provincial education system including:
 - The establishment of a transitions committee made up of education counsellors from tuition agreement partners, school staff and central staff to determine how to best support students to transition;
 - Welcome and orientation kits and videos so students know what to expect when coming to school in Thunder Bay;
 - Visits to First Nation communities;
 - Tutors in a Cultural Environment Programs that support the academic needs of students as well as providing a safe space with a caring adult and a way for students to contact home;
 - Role models in schools; and
 - Mentoring programs.

5, Conclusion

- 5.1 The audit process enabled Lakehead District School Board to review all of the work that has been completed over the past five years, identify strengths, celebrate successes and identify next steps for improvement.
- 5.2 Lakehead District School Board is committed to building an equitable and inclusive community together. The Board, together with our community partners, is working to improve the life chances and life choices for all of our students.

Respectfully submitted,

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JAN 22
Report No. 022-13

TO THE CHAIR AND MEMBERS OF
THE LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: ABORIGINAL EDUCATION

1. Background

- 1.1 Lakehead District School Board is committed to ensuring the success of every student. Ensuring that the unique cultural and historical significance of First Nation, Métis and Inuit peoples is embedded in the curriculum reflects this commitment to success for all.
- 1.2 Informed by the directives of the Ministry of Education's *Ontario First Nation, Métis and Inuit Education Policy Framework* (2007), provincial and system work has identified four key areas of focus:
 - improving achievement among Aboriginal (First Nation, Métis, and Inuit) students;
 - closing the gap between students who have self-identified Aboriginal and those who have not;
 - increasing public confidence in education; and,
 - furthering awareness and understandings of all staff and students.
- 1.3 While continued work is required, the Ministry document *Fall 2009 Progress Report on Implementation of the Ontario First Nations, Metis, and Inuit Education Policy Framework* has identified improvement in four key categories of performance measures since 2007.
 - 1.3.1 Using data to support student achievement.
 - At the time of the 2009 *Progress Report*, the Ministry reported a significant increase in the percentage of Aboriginal students meeting provincial standards on province-wide assessments in reading, writing and mathematics, and significant improvement in Aboriginal student achievement.
 - Lakehead District School Board has seen similar trends over the same time period.
 - Fall to spring Developmental Reading Assessment (DRA) data shows a decrease in the gap between those students who have self-identified Aboriginal and those who have not.
 - Grade Nine Academic Mathematics has seen an increase in the number of self-identified Aboriginal students selecting this course and earning their credit.

- Grade Nine credit accumulation data indicates an increase in the percentage of self-identified Aboriginal students achieving four or more credits in their first semester of secondary school.

1.3.2 Support of students

- Generally, Aboriginal students have reported more positive feelings towards school, and participation in feedback sessions reported noticeable improvements in Aboriginal students' pride, self-esteem, confidence, determination and self-empowerment.

1.3.3 Support of educators

- Increased satisfaction among educators, with respect to targeted professional development and resources designed to serve Aboriginal students more effectively, is a goal.

1.3.4 Engagement and awareness

- Increased participation of Aboriginal parents in the education of their children, opportunities for knowledge sharing, collaboration and issue resolution, and integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of Aboriginal people.

2. Current Practice

2.1 With the support of the Board and Ministry funded grants, Lakehead District School Board continues to improve and expand programming that supports Aboriginal students in achieving their educational goals.

2.2 The Aboriginal Education Resource Teacher collaborates with program staff and classroom teachers, leads and participates in school and system based professional development, and works with staff and community members to ensure increased engagement and achievement among Aboriginal (First Nation, Metis, and Inuit) students.

2.2.1 Informed by student work, co-teaching partnerships continue to focus on:

- identifying the high-yield literacy and numeracy teaching strategies that are especially responsive to Aboriginal learner needs;
- supporting and developing class and school environments that encourage Aboriginal and parent engagement; and,
- embedding Indigenous knowledge and Aboriginal perspectives into the curriculum.

2.2.2 Staff and student needs inform all professional development and support goals identified by:

- the Aboriginal Education Advisory Committee;
- the Transitions Committee; and,
- the Equity & Inclusion Working Committee.

2.3 The Aboriginal Community Liaison Officer collaborates with staff and the community to broaden Board/school/community partnerships that enhance Aboriginal student learning and engage Aboriginal parents/guardians. This work is guided by the Aboriginal Education Advisory Committee (AEAC) work plan and is focused on:

- updating the staff resource “Aboriginal Presence in Our Schools: A Cultural Resource for Staff” and information on the Board website;
- community consultation to inform the development of a Voluntary Aboriginal Staff Self-Identification Policy;
- coordinating the Aboriginal Transitions Committee to support transitions for students;
- providing the perspective of Aboriginal staff, students and their families as a member of the Equity & Inclusion Working Committee;
- collaborating with Board staff and community groups to enhance community connections and student involvement; and,
- collaborating with the Aboriginal Education Resource Teacher to provide system wide professional development for all staff.

2.4 System wide initiatives and partnerships to support Aboriginal students’ success and retention that have been developed and extended during the 2012-2013 school year include:

- Achievement Program partnership with Lakehead University;
- teacher candidate placement of Indigenous Education Specialist teachers from Lakehead University;
- dual credit at Westgate Collegiate and Vocational Institute offered in partnership with Lakehead University;
- collaboration with Biwaase’aa Shkoday to develop a curriculum based mentorship program;
- Family Connections Program for parents who would like support helping their child/children to be successful at school; and,
- representation on the Ontario Physical and Health Education Advisory (OPHEA) Council as a resource for Aboriginal content inclusion.

- 2.5 System wide initiatives to support staff training during the 2012-2013 school year include:
- mandatory staff training for all staff to support Cultural sensitivity and awareness; and
 - grade and subject specific professional development for teachers.
- 2.6 Aboriginal Achievement Facilitators in each secondary school continue to identify, communicate and coordinate opportunities for staff to provide experiences that will engage, support and celebrate Aboriginal student participation within the school and community.
- 2.7 Native Studies and Native Language courses continue to be offered system wide.
- 2.8 With the support of the Board, the Tutor in a Cultural Learning Environment pilot from spring 2012 has now been expanded to all high schools. It was designed to promote student engagement and increase student achievement of First Nation students who have transitioned into the community and First Nation students who reside in the Thunder Bay area. The program:
- provides tutoring in a welcoming environment to support the learning needs of First Nation students;
 - assists First Nation students who need information about the school, the community, career or volunteer opportunities;
 - collaborates with the school's student services, administration and social worker to support students' needs;
 - fosters Aboriginal students leadership skills; and,
 - facilitates opportunities for students to communicate with family and friends in their home communities.

3. Next Steps

- 3.1 Program department staff will identify grades and courses that will participate in Aboriginal Education professional development into the 2013-2014 school year.
- 3.2 School and central staff will continue to monitor the Native Language pilot program at École Gron Morgan and Algonquin Avenue Public Schools.
- 3.3 School and central staff will continue to monitor and improve the impact of all school and system programs designed to support Aboriginal student engagement and achievement.

4. Conclusion

Lakehead District School Board continues to use student achievement and engagement data to inform decisions and provide programming that:

- improves achievement among First Nation, Métis, and Inuit students;
- closes the gap between Aboriginal and non-Aboriginal students; and,
- ensures high levels of public confidence.

Miigwetch

Respectfully submitted,

LYNNITAJO GUILLET
Aboriginal Education Resource Teacher

AMY FARRELL-MORNEAU
Aboriginal Community Liaison Officer

NICOLE WALTER ROWAN
Program Coordinator

SHERRI-LYNNE PHARAND
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education



ABORIGINAL EDUCATION ADVISORY COMMITTEE MINUTES

- DATE:** Friday, November 16, 2012 – Board Room, Education Centre
- MEMBERS PRESENT:** Elliott Cromarty, Serena Essex, Lori Lukinuk, Sylvia O'Meara, Sherri-Lynne Pharand, Suzanne Tardif, Margaret Vincent, Dolores Wawia, Beverley White-Kokeza
- ABSENT WITH REGRET:** Kathy Beardy, Ellen Chambers, Suzanne Eddy, Pauline Fontaine, Tiffany Gordon, Agnes Hardy, Jack Playford, George Saarinen, Robin Tabor-John, Lindsay Willoughby
- RESOURCE:** Amy Farrell-Morneau, JoJo Guillet, Senator Robert McKay, Nicole Walter-Rowan
- GUESTS:** Pat Johansen, Cathi Siemieniuk

AGENDA ITEM	DISCUSSION	ACTION
1. Opening Exercises	<ul style="list-style-type: none"> • Sherri called the meeting to order and called upon Senator McKay to conduct the opening. 	
2. Welcome and Introductions	<ul style="list-style-type: none"> • Sherri welcomed everyone to the meeting and thanked Senator McKay for the opening. Sherri welcomed Margaret Vincent to the Committee as a new parent representative. Introductions were made around the table. Regrets and substitutions were noted and the attendance sheet was circulated. 	
3.1 Approval of Agenda - November 16, 2012	<ul style="list-style-type: none"> • Moved by Serena Essex and seconded by Sylvia O'Meara, that the agenda for the November 16, 2012 meeting be approved. Carried. 	
3.2 Approval of Minutes - September 20, 2012	<ul style="list-style-type: none"> • Moved by Elliott Cromarty and seconded by Serena Essex, that the minutes of the September 20, 2012 meeting be approved. Carried. 	
4. Correspondence File	<ul style="list-style-type: none"> • Correspondence file was circulated. 	
5. Presentations:		
5.1 Staff Professional Development	<ul style="list-style-type: none"> • JoJo Guillet, Aboriginal Education Resource Teacher and Amy Farrell-Morneau, Aboriginal Community Liaison Officer, provided a power point presentation on First Nations Governance and perceptions. All Lakehead 	

AGENDA ITEM	DISCUSSION	ACTION
	<p>District School Board employees will be receiving this training. To date, Trustees, Senior Administration, Board Office staff, Adult Education staff and two schools have received the training.</p> <ul style="list-style-type: none"> • The presentation will be posted on the Board's website. • Questions were addressed. • Sherri thanked JoJo and Amy for their very informative presentation. 	
<p>6. New Business:</p> <p>6.1 Native Studies/Native Language Enrolment</p>	<ul style="list-style-type: none"> • Sherri advised the group that there has been significant enrolment this Fall in our secondary schools in the Native Language/Native Studies courses. Copies of the courses and enrolment were provided to the group. • A breakdown of self- identified and non-self identified students for each course will be brought to the December meeting. 	
<p>6.2 Staff Self I.D.</p>	<ul style="list-style-type: none"> • Amy Farrell-Morneau is currently working on a draft Voluntary Staff Self ID policy. Trustees passed a motion to support the development of the policy. • A working document will be brought to the December meeting for input by the Committee. 	
<p>6.3 AEAC Annual Report</p>	<ul style="list-style-type: none"> • Input was provided to the draft AEAC annual report. • Suzanne Tardif offered to present the report at the December 4, 2012 Annual meeting on behalf of Dolores Wawia. • There was consensus from the group that the report go forward with the input received. • Any further input can be e-mailed to Judy at jhill@lakeheadschools by Friday, November 23, 2012. 	
<p>6.4 Student Art Work</p>	<ul style="list-style-type: none"> • An invitation was extended to Lakehead District School Board's secondary students to submit artwork to be selected for the cover of the revised handbook. • There were two requirements for the artwork: 1) that it represented Aboriginal people – First Nations, Metis, Inuit – symbolic or literal representation and 2) contains a clear and obvious image of the Sleeping Giant. • Using criteria, four finalists were chosen out of the large number received. • There was unanimous agreement from the Committee on the piece 	

AGENDA ITEM	DISCUSSION	ACTION
	<p>chosen.</p> <ul style="list-style-type: none"> • There will be a write-up in the handbook on the chosen piece, an interpretation of the drawing by the artist and the student's name. • Amy and JoJo will send thank you letters to all of the students who submitted artwork and to the teachers whose classes participated. 	
<p>7. Ongoing Business:</p> <p>7.1 Handbook</p>	<ul style="list-style-type: none"> • A review of the handbook was done by the group for further feedback. • Truth and Reconciliation Commissioner, Evelyn Baxter, has provided feedback to the Residential Schools section of the handbook for accuracy. • The targeted date for roll out of the revised handbook is February 2013. • Any further edits can be emailed to Amy Farrell-Morneau, amy_farrell@lakeheadschoools.ca or brought to the December 20, 2012 meeting. • Sherri extended a special thank you to Amy for undertaking this task. 	
<p>8. Information and Inquiries</p> <p>8.1 Grants</p>	<ul style="list-style-type: none"> • Sherri provided an update on a grant the Ministry has provided in the amount of \$53,330 to support Tutoring, Grade 10 credit accumulation and Professional Development. All Grade 3 & 6 teachers will receive professional development this school year as well as P.D. for Grade 10 Geography teachers. • Sherri advised that there will be more funding available, but it is not known at this time how much that will be. The group would like to use this additional funding to cover the cost of printing the handbook. • Sherri will bring regular updates to future meetings. 	
<p>8.2 PIC Update</p>	<ul style="list-style-type: none"> • Serena Essex provided an update from the PIC Committee. • The October 22, 2012 School Council Orientation was a great success. 	
<p>9. Closing Exercises</p>	<ul style="list-style-type: none"> • Closing exercises were conducted by Senator McKay. 	
<p>10. Next Meeting</p>	<ul style="list-style-type: none"> • Thursday, December 20, 2012, 9:30 a.m. – 12:00 p.m., Board Room, Education Centre. 	All
<p>11. Adjournment</p>	<ul style="list-style-type: none"> • The meeting adjourned at 12:00 p.m. 	

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Board Room
Jim McCuaig Education Centre

2012 NOV 19

MEMBERS PRESENT:

Kelly Gallagher (Chair)
Marg Arnone
Serena Essex
Nathalie Ferguson
Gail Iwanonkiw
Pat Johansen
Vishnu Kowlessar
Gerry Leach

Heather McLean
Angela Meady
Miranda Myers
Catherine Siemieniuk
Varinder Singh Hayer
Susie Splett
Sheila Stewart
Adam Vinet

RESOURCE:

Kathryn Hantjis, Executive Assistant
Bruce Nugent, Communications Officer

GUESTS:

Lori Lukinuk, Trustee

MEMBERS ABSENT, WITH REGRET:

Laura Macgowan
Rima Mounayer
Nicole Walter Rowan

1. **Call to Order**

Chair Kelly Gallagher called the meeting to order and welcomed those in attendance. Attendees introduced themselves.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. **Election of Parent Involvement Committee Vice Chair**

Chair Kelly Gallagher called three times for nominations for the position of Vice Chair of the Parent Involvement Committee. Vishnu Kowlessar nominated Sheila Stewart. Sheila Stewart nominated Vishnu Kowlessar. Sheila Stewart nominated Susie Splett. Vishnu Kowlessar and Sheila Stewart declined their nominations. Susie Splett accepted the nomination. By acclamation, Susie Splett was declared Vice Chair of the Parent Involvement Committee.

4. Director's Report

Catherine Siemieniuk, Director of Education, spoke about remaining vacancies on PIC for 2012-2013, current student enrolment, PIC's annual report to the Board, the Director's Annual Report, Bullying Prevention Week November 19 to 23, the Parent Press quarterly newsletter developed through a regional PRO grant, and she provided an update on sanctions currently taking place in the school system.

Barb Kucherka, Manager of Adult Education, will be invited to a future PIC meeting to speak about the Family Connections program and The Parent Press quarterly newsletter. Copies of the newsletter were shared. The newsletter will be distributed to elementary schools this week. A connection to the newsletter was requested for the website.

5. Confirmation of Minutes – October 1, 2012

Marg Arnone noted she was absent from the October 1 meeting and the minutes will be corrected accordingly. The minutes were confirmed by consensus.

6. School Council Orientation Feedback

In Rima Mounayer's absence, Kelly Gallagher and Director Siemieniuk presented the feedback from the October 22 School Council Orientation Event. The feedback will be used in planning the next event.

Gerry Leach commented on how information obtained at the expo was very helpful to him, specifically information from the French as a Second Language display. Sheila Stewart spoke about one of the suggestions for future Board-wide sessions, "samples/examples of how School Council has affected student achievement", and commented that PIC may be able to help in this area.

7. Communications Ad Hoc Committee Update

Sheila Stewart, Chair of the Communications Ad Hoc Committee, reported that the committee has met a few times in the past year and will move ahead with its work in 2013. A "PIC Corner" article is now included in This Week at Lakehead Public Schools, a weekly newsletter that can be subscribed through the Board website at <http://www.lakeheadschoools.ca/MailingLists/NewsLetter>. Discussion took place about whether the PIC Corner should be submitted weekly, and it was suggested the wording in the newsletter could change to state the "The PIC Corner is a regular column".

In 2013, the committee will look at organizing resources on the website, and developing articles for inclusion in school newsletters. New volunteers to serve on the committee are welcome. Kelly Gallagher will email committee members for additional members to sit on the Communication s Ad Hoc Committee.

8. PIC Annual Report to the Board

Kelly Gallagher highlighted areas of the annual report that will be presented to the Board on December 4. Input to the report was received and approved, by consensus.

9. 2012-2013 Action Plan

Kelly Gallagher and Sheila Stewart shared the proposed action plan and invited input from members.

Under Communication (general), Angela Meady suggested looking at the PIC section of the website and consider adding visuals as the webpages are text heavy. Under *Communicating and Supporting School Councils*, Susie Splett suggested adding “assistance in applying for a PRO grant”.

Regarding ad hoc committees, Kelly noted that the Spring Event ad hoc committee will be established in the near future. Sheila added that the Communications ad hoc committee would welcome additional members. For the 2012-2013 Success Advisory Committee, Gerry Leach will be the member and Gail Iwanonkiw will be the alternate member on the committee.

Discussion took place about PIC communication to the Board and the process for approved minutes being part of the Board package means that the minutes are sometimes a couple of months old before being shared with the Board. Marg Arnone, Trustee representative, stated that this is a process that needs to be changed at the Board level, not the PIC level. When asked about reporting to AEAC and SEAC about PIC activities, Serena Essex, AEAC representative, responded that she reports regularly on PIC’s activities to AEAC. Miranda Myers, SEAC representative, stated this isn’t the case with SEAC. Adam Vinet suggested that an action log could be developed at the end of PIC meetings to be used to report its activities to the Board, School Councils, SEAC and AEAC in a more timely manner.

Proposed meeting dates were discussed and will be built into the action plan. The meeting dates are:

- Monday, January 14;
- Monday, February 25;
- Monday, April 8;
- Monday, September 9;
- Monday, September 30 (PIC member selection); and
- Monday, October 21 (possible School Council Orientation event).

Serena Essex suggested the Family Connections and Best Start could be agenda items on future agendas.

Kelly Gallagher will email committee members for additional members to sit on the Spring Event Ad Hoc Committee.

10. 2012-2013 Budget

Director Siemieniuk reported that there is currently \$7409.25 in the budget and suggested that these funds need to be allocated in the action plan.

11. AEAC/SEAC Funding for 2012-2013

By consensus, PIC agreed to fund AEAC and SEAC \$750 each for the purpose of parent engagement that will be reported on regularly and in a final report. An application for funding is no longer needed. The amount will be reviewed annually, preferably in September.

12. Aboriginal Education Advisory Committee (AEAC) Report

Serena Essex reported that the November 16 AEAC meeting included Cultural Sensitivity training led by Jojo Guillet and Amy Farrell, a report on Native as a Second Language enrolment, and review of the work plan that includes collecting student art for AEAC publications.

13. Special Education Advisory Committee (SEAC) Report

Miranda Myers reported that the next SEAC meeting is on November 21. At their October meeting, the agenda included a Mental Health presentation by Mary-Beth Minthorn-Biggs and Lori Carson, planning for a guest speaker on restorative practices, and tracking of SEAC representatives and the organizations they represent.

14. Next Meeting Date

The next PIC meeting will be held Monday, January 14, 2013 at 6:30 p.m.

15. Adjournment

The meeting adjourned at 8:28 p.m.

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JAN 22
Report No. 016-13

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: RECOMMENDATION FROM THE STANDING COMMITTEE (016-13)

Background

The following report was received at the Standing Committee Meeting of January 8, 2013 and has been referred to the Board for approval. The recommendation is as follows:

KINDERGARTEN (013-13)

It is recommended that the Lakehead District School Board expand full time Kindergarten to all school sites for the 2013-2014 school year.

Respectfully submitted,

KAREN WILSON
Chair
Standing Committee

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2012 JAN 22
Report No. 021-13

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: AGE-FRIENDLY THUNDER BAY

1. Background

On December 12, 2012, a request was received from Age-Friendly Thunder Bay to present a delegation to the Board.

2. Situation

2.1 On January 8, 2013, Age-Friendly Thunder Bay presented their delegation and requested that Lakehead District School Board endorse the Thunder Bay Senior Charter, appoint a representative to the Age-Friendly Thunder Bay Committee, and to partner with the Age-Friendly Thunder Bay Committee to implement the intergenerational modules in primary and secondary curriculum.

2.2 At the Coordinating Committee Meeting of January 16, 2013, the Age Friendly Thunder Bay's request was discussed and has been referred to the to Board for consideration.

2.3 Eric Fredrickson, Vice Principal, has volunteered to be part of the Intergenerational Education Task Group.

RECOMMENDATIONS

It is recommended that Lakehead District School Board:

1. Endorse the Thunder Bay Senior Charter.
2. Appoint Trustee _____ to the Age-Friendly Thunder Bay Committee.

Respectfully submitted,

DEBORAH MASSARO
Chair

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JAN 22
Report No. 020-13

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: POLICY REVIEW – 8070 SAFE SCHOOLS - SYSTEM EXPECTATIONS AND 8071 BULLYING PREVENTION AND INTERVENTION

1. Background

- 1.1 8070 Safe Schools - System Expectations Policy was revised on September 28, 2010 and is scheduled for review during the 2016-2017 school year.
- 1.2 8071 Bullying Prevention and Intervention Policy was established on September 28, 2010 and is also scheduled for review during the 2016-2017 school year.

2. Situation

- 2.1 Bill 13, Accepting Schools Act, 2012, An Act to amend the Education Act with respect to bullying and other matters was released on June 5, 2012 and received Royal Assent on June 19, 2012.
- 2.2 On December 5, 2012, the Ministry of Education issued the following Policy and Program Memorandums:
 - 2.2.1 PPM 128 – The Provincial Code of Conduct and School Board Codes of Conduct.
 - 2.2.2 PPM 141 – School Board Programs for Students on Long-Term Suspension.
 - 2.2.3 PPM 142 – School Board Program for Expelled Students.
 - 2.2.4 PPM 144 – Bullying Prevention and Intervention.
 - 2.2.5 PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour.
- 2.3 The PPM memorandums direct Boards to review Codes of Conduct and policies and procedures relating to these memorandums, with necessary revisions in place by February 1, 2013.
- 2.4 Administration has reviewed the existing 8070 Safe Schools -System Expectations and 8071 Bullying Prevention and Intervention policies and procedures to incorporate the changes issued by the Ministry of Education.
- 2.5 8070 Safe Schools – System Expectations revised policy is attached as Appendix A and the procedures as Appendix B.

2.6 8071 Bullying Prevention and Intervention revised policy is attached as Appendix C and the procedures as Appendix D.

3. Conclusion

As revisions to the policies are requirements of legislation, Administration requests the Board apply the *Extenuating Circumstance Clause* section 6 in 2010 Policy Development and Review Policy:

Notwithstanding the provisions of this policy, where circumstances arise which, in the opinion of the Board require immediate action in the best interest of the overall management of the school system, the Board, may, with the support of the majority of the Trustees, alter the details of the policy.

RECOMMENDATION

It is recommended that Lakehead District School Board:

1. Apply the use of Policy Development and Review policy, Section 6 which reads as follows:

“Notwithstanding the provisions of this policy, where circumstances arise which, in the opinion of the Board require immediate action in the best interest of the overall management of the school system, the Board, may, with the support of the majority of the Trustees, alter the details of the policy.”

2. Approve 8070 Safe Schools – System Expectations policy, Appendix A to Report No. 020-13.

3. Approve 8071 Bullying Prevention and Intervention policy, Appendix C to Report No. 020-13.

Respectfully submitted,

CHARLES BISHOP
Education Officer

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

SCHOOL-COMMUNITY RELATIONS**8000****SAFE SCHOOLS – SYSTEM EXPECTATIONS
POLICY****8070**1. Rationale

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

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

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

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

family or socio-economic status, age, ability, and/or any other immutable characteristic or ground protected by the Human Rights Code, is an expectation from all school members.

The Board recognizes that the Human Rights Code of Ontario has primacy over provincial legislation and Board policies and procedures, and understands that the Education Act, regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

2. The Policy

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

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

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

3. System Expectations

A. The School Environment

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

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).

B. Violence Prevention in the Curriculum

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

SCHOOL-COMMUNITY RELATIONS**8000****SAFE SCHOOLS – SYSTEM EXPECTATIONS
POLICY****8070****C. Intervention Program**

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

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

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

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

D. Code of Conduct

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

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

All Lakehead District School Board agreements with a third party with respect to rental of school space must include a requirement that the other party follow standards that are consistent with the Lakehead District School Board Code of Conduct.

Purpose of the Board Code of Conduct

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

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

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

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

Standards of Behaviour (Respect, Civility, and Responsible Citizenship)

All members of the school community must:

- i. respect and comply with all applicable federal, provincial, and municipal laws;
- ii. demonstrate honesty and integrity;
- iii. respect differences in people, their ideas, and their opinions;
- iv. treat one another with dignity and respect at all times, and especially when there is disagreement;
- v. respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or ability;
- vi. respect the rights of others;
- vii. show proper care and regard for school property and the property of others;
- viii. take appropriate measures to help those in need;
- ix. seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- x. respect all members of the school community, especially persons in positions of authority;
- xi. respect the need of others to work in an environment that is conducive to learning and teaching;
- xii. not swear at a teacher or at another person in a position of authority;
- xiii. accept responsibility for one's own actions; and
- xiv. demonstrate respect through appropriate use of electronic equipment both in the school and outside school.

Standards of Behaviour (Safety)

All members of the school community must not:

- i. engage in bullying behaviours;
- ii. commit sexual assault;
- iii. traffic weapons or illegal drugs;
- iv. commit robbery;
- v. be in possession of any weapon, including firearms;
- vi. use any object to threaten or intimidate another person;
- vii. cause injury to any person with an object;

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POLICY****8070**

- viii. be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- ix. inflict or encourage others to inflict bodily harm on another person;
- x. engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- xi. commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school; and
- xii. utter threats

E. Progressive Discipline

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

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

F. Bullying Prevention and Intervention

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

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

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. - hitting, pushing, tripping), verbal (e.g. – name calling, mocking, or making sexist, racist or homophobic comments), or social (e.g. – excluding others from a group,

SCHOOL-COMMUNITY RELATIONS**8000****SAFE SCHOOLS – SYSTEM EXPECTATIONS
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spreading gossip or rumours). It may also occur through the use of technology (e.g. – spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, internet websites, other technology).

Bullying adversely affects students' ability to learn, adversely affects healthy relationships and the school climate, and adversely affects a school's ability to educate its students. Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. – online) where engaging in bullying will have a negative impact on the school climate.

G. Staff Development

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

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

H. Roles and Responsibilities

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

4. Suspension and Expulsion

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

4.1 Suspension

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

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal and/or restricted drugs;
3. Being under the influence of alcohol;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;

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

6. Bullying;
7. Any other activity for which a pupil may be suspended under a policy of the Board.

4.2 Length of Suspension

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

4.3 Reporting to the Principal

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

4.4 Notifying the Parent/Guardian

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

4.5 Mitigating and Other Factors

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

4.6 Expulsion

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

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:

1. Possessing a weapon, including possessing a firearm or knife;

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2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons, illegal or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. Any other activity for which a pupil may be expelled under a policy of the Board.
9. ***Bullying if, the pupil has previously been suspended for engaging in bullying and if the pupil's continuing presence in the school creates an acceptable risk to the safety of another person.***
10. ***Any infraction for which a suspension may be considered 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.***

4.7 Reporting to the Principal

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

4.8 Mitigating Factors and Other Factors

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

4.9 Principal Investigation

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

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

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

5. Suspension Appeals/Expulsion Hearing Committee

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

6. Victims of Serious Student Incidents

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

7. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy & Procedures:	September 5, 1995	
1020 Equity and Inclusive Education	<u>Date Revised</u>	Education Act s. Part XIII Behaviour, Discipline and Safety
7030 Harassment & Human Rights	June 22, 1999	
7040 Violence in the Workplace	December 11, 2001	
	March 5, 2002	
	June 27, 2006	

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- 8040 Trespass to Schools**
- 8070B Maintaining Employee
Safety While
Delivering Special
Education Services**
- 8071 Bullying Prevention
and Intervention**
- 8073 Dress Code**

**January 22, 2008
September 28, 2010**

SCHOOL-COMMUNITY RELATIONS**8000****SAFE SCHOOLS - SYSTEM EXPECTATIONS
PROCEDURES****8070**1. Rationale

Lakehead District School Board recognizes and respects the exercise of professional discretion by its administrators and the safety and dignity of alleged victims and offenders. The Education Act states that Principals are required to maintain proper order and discipline in schools, and students are responsible to the Principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent/guardian.

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

2. Policy

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

The Board considers homophobia, gender-based violence, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family or socio-economic status, ability and/or any other immutable characteristic or ground protected by the Human Rights Code, as well as inappropriate sexual behaviour unacceptable. The Board supports the use of positive practices to prevent such behaviour and authorizes Principals, or their delegates, to impose consequences in appropriate circumstances.

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

Refer to Appendix A – Definitions.

3. System Expectations3.1 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, **positive**, 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

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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, **positive**, and secure school environment:

- i. 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;
- ii. discipline strategies will be fair and focus on teaching students about appropriate behaviours while maintaining their self-respect;
- iii. 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;
- iv. 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);
- v. 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;
- vi. schools will establish procedures for dealing with visitors and/or strangers in the school consistent with the Board's Trespass to Schools Policy 8040;
- vii. students with a record of violence or who have been found in possession of weapons and who request a transfer from one school to another will be identified by Principals; this information will be communicated to the appropriate supervisory officer and to the students so identified;
- viii. Principals will cooperate with bus operators to ensure that school buses, as extensions of the school environment, are safe and secure;
- ix. schools will operate Health and Safety Committees;
- x. schools will establish a Dress Code consistent with the Board's Dress Code Policy that determines the dress code expectations at the school level.
- xi. schools will conduct school climate surveys every two years, and each school will develop school improvement goals based on the data.***

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

- i. prevention is the most humane and efficient way to deal with violence, conflict, and acts of aggression;
- ii. 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:

- i. early exposure to appropriate social skills;
- ii. early identification of forms of violence and reporting of threats to safety;
- iii. early identification of problem behaviours and support to develop social skills;
- iv. 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:

- i. understand how to be alert and prudent about personal safety;
- ii. 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;
- iii. develop self-confidence and enhance self-esteem;
- iv. acquire the ability to understand, respect, and care for others;
- v. develop awareness that discrimination is hurtful and unacceptable;
- vi. acquire skills that will be useful in their existing and future relationships;
- vii. develop the ability to value social diversity and points of view.

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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.

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.

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

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

3.4 Code of Conduct

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

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

The Code of Conduct will be:

- i. applicable to each and every member of its community - students, staff, parents/guardians, community partners, bus drivers and visitors;
- ii. developed in collaboration with students, staff, parents/guardians and the community;
- iii. reviewed annually in consultation with students, staff, parents/guardians and the community;
- iv. be available to members of the school community;
- v. communicated to students, staff, parents/guardians and the school community at the beginning of the school year, and at other times when appropriate;

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- vi. founded on the principles of fairness, respect, civility, responsible citizenship, and focus on teaching appropriate behaviour while maintaining individual self-respect.

3.5 Staff Development

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.

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.

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:

- i. school-based programs that address conflict resolution, mediation, self-esteem, decision-making;
- ii. medical conditions that may be associated with violent behaviour;
- iii. community services that provide counselling, anger management, parenting skills, management of disturbed behaviour, etc;
- iv. signs/profiles of physical/sexual/emotional abuse and appropriate interventions, such as reporting of an incident;
- v. programs that focus upon identification and elimination of bias and discrimination on the basis of race, sex, colour, ethnicity, citizenship, ancestry, origin, culture, religion, creed, gender identity, language, ability, sexual orientation, family or socio-economic status, and/or any other immutable characteristic or ground protected by the Ontario Human Rights Code;
- vi. programs supporting the safety and welfare of victims;
- vii. programs and procedures for reintegrating perpetrators.

3.6 Roles and Responsibilities

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

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

- i. Education Act
- ii. Child and Family Services Act
- iii. Trespass to Property Act

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- iv. Youth Criminal Justice Act
- v. Canadian Charter

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

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

All school members must:

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

All members of the school community must not:

- i. engage in bullying behaviours;
- ii. commit sexual assault;
- iii. traffic weapons or illegal drugs;
- iv. be in possession of any weapon, including firearms;

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- v. use any object to threaten or intimidate another person;
- vi. cause injury to any person with an object;
- vii. be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- viii. inflict or encourage others to inflict bodily harm on another person;
- ix. engage in hate propaganda and other forms of behaviour motivated by hate or bias; and
- x. commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Students will:

- i. be represented in the development and review of the school's Code of Conduct;
- ii. have input in reviews of the school environment; and
- iii. be encouraged to assume leadership roles in the implementation of Safe Schools' practices (e.g., facilitate information sessions, peer mentoring, peer counseling, peer mediation).

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:

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

Staff members will:

- i. be represented in the development and review of the school's Code of Conduct;
- ii. be involved in dealing with all aspects of inappropriate behaviour;
- iii. demonstrate appropriate role modeling;
- iv. have input in reviews of the school environment; and
- v. be encouraged to assume leadership roles in the implementation of safe school practices.

Principals, under the direction of the school Board, take a leadership role in the daily operation of a school. They provide this leadership by:

- i. demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;

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- ii. holding everyone under their authority accountable for their behaviour and actions;
- iii. empowering students to be positive leaders in their school and community; and
- iv. communicating regularly and meaningfully with all members of their school community.

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

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

Parents/Guardians will:

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

Parents/Guardians fulfill their role when they:

- i. show an active interest in their child's school work and progress;
- ii. communicate regularly with the school;
- iii. help their child be neat, appropriately dressed, and prepared for school;
- iv. ensure that their child attends school regularly and on time;
- v. show that they are familiar with the provincial's and the Board's and the school's Code of Conduct;
- vi. encourage and assist their child in following the rules of behaviour; and
- vii. assist school staff in dealing with disciplinary issues involving their child.

School Councils will:

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

Community members, including police, will:

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

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

4. Procedure for Dealing with Critical Incidents

Under normal circumstances, the determination of whether a critical incident has occurred is based on the administrator's judgment.

In all cases of possession of a weapon, use of a weapon, physical assault, sexual assault, trafficking in weapons or in illegal drugs, robbery, or giving alcohol to a minor, school administrators will report the incident to the local police. (See Appendix B - Violent Incident Report Form.)

In cases of critical incidences involving students younger than twelve (12) years of age, similar actions may apply or the Principal, in consultation with the parent/guardian and the appropriate supervisory officer, may select more suitable disciplinary action.

5. Search and Seizure

In order for the Principal to fulfill his or her 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 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.

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- 5.4 Administrators may ask students to open up personal backpacks or handbags or to remove shoes and socks where there are reasonable grounds to believe that a student is carrying stolen property, a dangerous weapon, or an illegal substance. In any case where a more intensive search is required, school administrators must notify the police, parents/guardians and Area Superintendent. The search will be conducted by the police. Efforts must be made to notify parents/guardians of any process involving their children and the police.

6. Procedure for Dealing with the Aftermath of an Incident

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

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

6.1 For Victim(s)

- i. communicate with the student's parent/guardian, if the student is under eighteen (18) years of age;
- ii. when appropriate, contact community agencies to facilitate counselling and/or referral in consultation with parents/guardians and the victim;
- iii. plan for re-entry of victim with staff, parents/guardians, agencies and, where appropriate, the perpetrator;
- iv. monitor progress of victim's re-entry; and
- v. make every effort to ensure the victim's safety and mental well being.

6.2 For Perpetrator(s)

- i. 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);
- ii. enter into partnerships with community agencies to establish procedures to facilitate counselling and/or referral to the appropriate community service-provider;

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- iii. plan for re-entry of perpetrator with staff, parents/guardians, agencies and where appropriate, the victim;
- iv. monitor the progress of the perpetrator's re-entry;
- v. review the individual Educational Plan (IEP), when the perpetrator has been identified with an exceptionality.

7. Procedure for Reporting Violent Incidents

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

7.1 Categories of Students, By Age

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

i. Students Under Twelve Years of Age

Children under twelve (12) years cannot be charged with an offence under the Youth Criminal Justice Act, 2003 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).

ii. Students Twelve to Seventeen Years Old

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

iii. Adults

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

7.2 Categories of Critical Incidents

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

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

7.3 Reported ~~ing of~~ Incidents On and Off School Property

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

- i. 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);
- ii. 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

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

If the Principal of the school believes that a pupil of the school has been harmed as a result of an activity for which a suspension or possible expulsion is being considered, the principal shall, as soon as reasonably possible, notify the parent or the guardian of the pupil who the principal believes has been harmed, as well as the parent or guardian of the pupil the principal believes caused the harm.

When notifying the parent or guardian of the pupil believed to have been harmed, the principal shall disclose the nature of the activity that resulted in the harm, the nature of the harm, and the steps being taken to protect the pupil's safety, including the nature of any disciplinary actions taken in response to the activity. The principal should also indicate the supports that will be provided for the pupil in response to the resulting harm.

Principals must not share the name of the person causing the harm or any other identifying or personal information with the parent or guardian of the person harmed beyond what is listed above.

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Similarly, the Principal shall notify the parent or guardian of the pupil who is believed to have caused the harm disclosing the nature of the activity that resulted in the harm, the nature of the harm, the nature of any disciplinary measures taken in response to the activity, and the supports that will be provided for the pupil in response to his or her engagement in the activity that caused the harm.

Principals must not share the name of the person harmed or any other identifying or personal information with the parent or guardian of the person who caused the harm beyond what is listed above.

7.5 Police Investigation at School and the Rights of Students

Principal should make reference to the *Police/School Protocol 2009*.

7.6 Insertion of Information in the OSR

The following information will be included in the OSR:

- i. A completed Violent Incident Report form (Appendix B).
- ii. 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".

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

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.

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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.

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. 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. 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).

Early and Ongoing Intervention Strategies

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. 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.

Addressing Inappropriate Behaviour

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. 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 on any member of the school community; and any act considered by the Principal to be contrary to the Board or school code of conduct. If a pupil has committed an infraction listed above and it is the first time that the pupil has committed that infraction, the Principal or designate may choose to use a progressive discipline strategy to address the infraction. Interventions may include meeting with parents/guardians, pupil and

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Principal; referral to a community agency for anger management or substance abuse, counseling/intervention; detentions (if supervision is available); withdrawal of privileges; withdrawal from class; restitution for damages; restorative practices; and transfer. In some cases, short-term suspension may also be considered a useful progressive discipline approach.

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. 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.

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.

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.

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.~~

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All Board employees are to report to the Principal, as soon as reasonably possible, if they become aware that a student may have engaged in an activity for which the student must be considered for suspension or expulsion.

When reporting, board employees must consider the safety of others and the urgency of the situation in reporting the incident no later than the end of the school day, and confirm all reports to the principal in writing using the ministry form Safe Schools Incident Reporting Form Part I (Appendix D.)

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.

Responses may include:

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

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 **have a negative impact on the school climate, or may** 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, **if the incident may lead to a suspension or possible expulsion**, before the end of the school day using the confidential safe schools incident report form 1 (see Appendix D).

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A Principal shall investigate any matter reported that may lead to a suspension. The Principal shall communicate the results of the investigation to the employee who reported the incident, but not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

9. Strategies for Dealing with Bullying

Bullying is identified and defined in the Board's Policy (Safe Schools – system expectations). Strategies for dealing with bullying include developing healthy relationships as mentioned earlier.

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.

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:

- i. Effective Behavioural Supports training for all Principals and Vice Principals;
- ii. Bullying prevention strategies for all Principals and Vice Principals such as OPC training and Sugar and Spice (relational aggression) training;
- iii. OTF training on bullying for key teachers;
- iv. 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);
- v. Bullying prevention strategies training for school bus drivers;
- vi. Resources from the character development working group for each school that will include cross-curricular resources (e.g., books) and
- vii. Other training and strategies as they are developed.

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

The Principal will also contact the police consistent with the Protocol: Police Involvement in Schools if the infraction the pupil is suspected of committing requires such contact. When in doubt, the Principal will consult with his or her Superintendent.

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

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

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

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

10.1 Factors to Consider Before Deciding to Impose a Suspension

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

The following mitigating factors shall be taken into account:

- i. the student does not have the ability to control his or her behaviour;

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- ii. the student does not have the ability to understand the foreseeable consequences of his or her behaviour; or
- iii. the student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

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:

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

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

10.2 Consultation

Before imposing a suspension of eleven (11) or more school days, the Principal shall consult with the Superintendent regarding:

1. Whether or not accommodation pursuant to the Human Rights Code has been considered, and where applicable, applied to the point of undue hardship;
2. The investigation undertaken;

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3. The circumstances of the incident;
4. Whether or not one or more of the factors outlined above are applicable in the circumstances; and
5. The appropriate length of the suspension.

10.3 School Work

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

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

10.4 Procedural Steps When Imposing a Suspension

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

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;
2. The Principal must inform the pupil's teacher(s) of the suspension;
3. 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;
4. The Principal must provide written notice of the suspension to the pupil, the pupil's parent/guardian and the Superintendent;
5. The written notice of suspension will include:
 - a) The reason for suspension;
 - b) The duration of the suspension, including the pupil's date of return to school;

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

10.5 Alternative Suspension Program (ASP)

Where a pupil has been suspended for six (6) or more school days, the pupil will be provided with school work for the first five (5) school days or until the ASP commences, whichever is earlier, and will be assigned an alternative program for pupils subject to lengthy suspension (Alternative Suspension Program or ASP). The Principal will communicate to the adult pupil or parent/guardian the purpose and nature of the ASP.

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

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

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

10.6 Planning Meeting

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

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

10.7 Student Action Plan (SAP)

A pupil subject to suspension for eleven (11) or more school days shall be provided with both academic and non-academic supports, which shall be identified in the pupil's SAP. Pupils subject to a suspension of fewer than eleven (11) school days may be offered non-academic supports where such supports are appropriate and available. The SAP shall be developed under the direction of the Principal of the school with assistance, as appropriate, from the Principal of alternative programs, Vice Principal of the school, guidance counsellor, facilitator, classroom teacher, child and youth and/or social worker. The Principal will make every effort to complete the SAP within five (5) school days following the student or parent/guardian informing the school that the student will participate in an ASP. This timeline will be communicated to the student and/or parent/guardian if they are unable to attend the planning meeting for the purpose of providing input. The Principal must ensure that the pupil is provided with school work until the SAP is in place. Once completed, the SAP will be shared with the student, or the parent/guardian and the student, and all necessary staff to facilitate implementation. A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.

The SAP will identify:

1. The incident for which the pupil was suspended;

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2. The progressive discipline steps taken prior to the suspension, if any;
3. Any other discipline measures imposed in addition to the suspension;
4. Any other disciplinary issues regarding the pupil that have been identified by the school;
5. Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
6. Any program(s) or service(s) that might be provided to address those learning or other needs;
7. The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
8. Where the pupil has an IEP and/or ability related needs, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
9. The non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
10. The measurable goals the pupil will be striving to achieve during the period of suspension.

10.8 Suspension Appeal Process

The adult student or the student's parent/guardian may appeal a suspension to the appropriate Superintendent of Education. An appeal of a suspension does not stay the suspension. A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension within ten (10) school days of the commencement of the suspension. An individual who appeals a suspension may argue that his/her rights pursuant to the Human Rights Code have been infringed. In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes his/her rights pursuant to the Human Rights Code have been infringed. The Board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).

Upon receipt of written notice of the intention to appeal the suspension, the appropriate Superintendent of Education:

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1. Will promptly advise the school Principal of the appeal;
2. Will promptly advise the adult pupil or the pupil's parent/guardian that a review of the suspension will take place and invite the appellant to contact the appropriate Superintendent of Education to discuss any matter respecting the incident and/or appeal of the suspension;
3. Will review the suspension (reason, duration, any mitigating or other factors, whether or not the Human Rights Code should be or was appropriately applied);
4. May consult with the Principal and Superintendent regarding modification or expunging the suspension;
5. 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 arrange a date for the appeal before the Suspension Appeals/Expulsion Hearing Committee;
6. Will, where a settlement is not effected, provide notice of the review decision to the adult pupil or pupil's parent/guardian.

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

1. Coordinate the preparation of a written report for the Board. This report will contain at least the following components:
 - a) A report prepared by the Principal regarding the incident, the rationale for suspension and how the principles of equity and inclusion were applied;
 - b) A copy of the original suspension letter;
 - c) A copy of the letter requesting the suspension appeal; and
 - d) A copy of the correspondence with respect to the decision of the appropriate Superintendent of Education regarding the suspension review.
2. 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.
3. Ensure that the item is placed on the Suspension Appeals/Expulsion Hearing Committee's; agenda.

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

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Suspension appeals will be heard orally, in camera, by the Suspension Appeals/Expulsion Hearing Committee of Trustees. 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.

1. 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.
2. The pupil will be asked to make a statement on his/her own behalf.
3. 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.
4. The appellant may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the appellant.
5. The Suspension Appeals/Expulsion Hearing Committee may ask any party or the pupil, where appropriate, questions of clarification.

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.

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

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.

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

1. Confirm the suspension and its duration; or
2. Confirm the suspension but shorten its duration and amend the record, as necessary; or
3. Quash the suspension and order that the record be expunged; or
4. Make such other appropriate order.

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

10.10 Re-Entry

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

10.11 Transfer to a Another School

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

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

When it has been determined that a pupil will be transferred to another school, the Principal shall ensure that a Transition Plan is developed identifying any additional supports and resources required in the Principal's opinion to ensure a successful transition, which might include where appropriate, referrals for social work support, child

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and youth worker support and/or support from community agencies as well as the development of a transitional Individual Education Plan. Where the pupil has been subject to suspension, the Transition Plan shall be consistent with and coordinated with the SAP developed for suspension purposes.

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

All individuals attending the meeting must be informed by the Principal that the information shared during the meeting is personal information that must be kept confidential pursuant to the Municipal Freedom of Information and Protection of Privacy Act and/or Education Act.

11. Expulsion of Pupils

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

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

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

1. Possessing a weapon, including possessing a firearm or knife;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons, illegal and/or restricted drugs;

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6. Committing robbery;
7. Giving alcohol to a minor;
8. Any other activity for which a pupil may be expelled under a policy of the Board.
9. ***Bullying if, the pupil has previously been suspended for engaging in bullying and if the pupil's continuing presence in the school creates an acceptable risk to the safety of another person.***
10. ***Any infraction for which a suspension may be considered 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.***

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

11.1 Mitigating Factors and Other Factors

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

11.2 Suspension Pending Recommendation for Expulsion

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

11.3 Procedural Steps When Imposing a Suspension

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

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;
2. The Principal must inform the pupil's teacher(s) of the suspension;

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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:
 - a) The reason for suspension;
 - b) The duration of the suspension;
 - c) Information about the program for suspended pupils the pupil is assigned to;
 - d) Information about the investigation the Principal is conducting to determine whether to recommend expulsion;
 - e) 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.
4. Every effort should be made to include the school work with the letter of suspension to the student and parent/guardian on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the student and parent/guardian is not available, the letter should be mailed, couriered, faxed or emailed to the home address that day, and school work should be made available for the student or parent/guardian or designate to pick-up from the school the following school day. If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent. If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
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)

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.

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

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provided with school work consistent with the Ontario curriculum or that pupil's modified and/or alternative curriculum to be completed at home for the duration of his/her suspension. This school work will be available at the school for pick-up by the student's designate or the pupil's parent/guardian or a designate at regular intervals during the suspension period beginning the school day after the student or his/her parent/guardian refuses to participate in an ASP.

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

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

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 (2) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an ASP. If the adult pupil or the pupil's parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting. During the planning meeting the Principal will review the issues to be addressed in the pupil's SAP.

11.6 Student Action Plan (SAP)

A pupil subject to suspension pending an investigation to determine whether to recommend an expulsion will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP. The SAP will be developed under the direction of the Principal of the school with assistance, as appropriate, from the Principal of alternative programs, Vice Principal of the school, guidance counsellor, facilitator, classroom teacher, Child and Youth Worker and/or social worker. The Principal will make every effort to complete the SAP within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an ASP. This timeline will be communicated to the adult pupil or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input. Once completed, the SAP will be shared with the adult pupil, or the pupil's parent/guardian and pupil, and all necessary staff to facilitate implementation. A

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copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.

The SAP will identify:

1. The incident for which the pupil was suspended;
2. The progressive discipline steps taken prior to the suspension, if any;
3. Any other progressive discipline measures imposed in addition to the suspension;
4. Any other disciplinary issues regarding the pupil that have been identified by the school;
5. Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
6. Any program(s) or service(s) that might be provided to address those learning or other needs;
7. The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
8. Where the pupil has an IEP or ability related needs, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
9. The non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
10. The measurable goals the pupil will be striving to achieve during the period of suspension.

11.7 Principal's Investigation

The Principal shall conduct an investigation promptly following the suspension of the pupil to determine whether to recommend to the Suspension Appeals/Expulsion Hearing Committee that the pupil be expelled. As part of the investigation, the Principal will consult with the Superintendent and/or appropriate Superintendent of Education regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the decision whether to recommend that the pupil be expelled. Before referring a pupil to the Suspension

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Appeals/Expulsion Hearing Committee of the Board for expulsion, the administration shall consider whether the recommendation might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and ability, and/or exacerbate the pupil's disadvantaged position in society, and whether or not accommodation is required. Should the decision be made to refer the pupil to the Suspension Appeals/Expulsion Hearing Committee with a recommendation for expulsion, the pupil must be referred to and dealt with by the Suspension Appeals/Expulsion Hearing Committee within twenty (20) school days from the date of suspension (unless timelines are extended on consent). Any police investigation will be conducted separately from the Principal's inquiry.

As part of the investigation, the Principal shall:

1. Make all reasonable efforts to speak with the adult pupil or the pupil's parent/guardian and the pupil;
2. Include interviews with witnesses who the Principal determines can contribute relevant information to the investigation;
3. Make every reasonable effort to interview any witnesses suggested by the pupil, or the pupil's parent/guardian; and
4. Consider the mitigating and other factors when determining whether to recommend to the Suspension Appeals/Expulsion Hearing Committee that the pupil be expelled;
5. 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:

1. Consider whether progressive discipline is appropriate in the circumstances;
2. Uphold the suspension and its duration;
3. Uphold the suspension and shorten its duration and amend the record accordingly; or

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4. 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:

1. A statement of the Principal's decision not to recommend expulsion to the Suspension Appeals/Expulsion Hearing Committee;
2. A statement indicating whether the suspension has been upheld, upheld and shortened, or withdrawn;
3. 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) A copy of the Board policies and guidelines regarding suspension appeals;
 - b) Contact information for the appropriate Superintendent of Education;
 - c) A statement that written notice of an intention to appeal must be given within five (5) school days following receipt by the party of notice of the decision not to recommend expulsion; or
 - d) If the length of the suspension has been shortened, notice that the appeal from the shortened length of the suspension does not stay the suspension

11.9 Recommendation to the Board for an Expulsion Hearing

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

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

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) A summary of the findings the Principal made in the investigation;
 - b) An analysis of which, if any, mitigating or other factors or Human Rights Code related grounds might be applicable;

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- c) A recommendation of whether the expulsion should be from the school or from the Board; and
 - d) 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.
2. Provide written notice of the expulsion hearing to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:
- a) 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;
 - b) A copy of the Board's guidelines and rules governing the hearing before the Suspension Appeals/Expulsion Hearing Committee;
 - c) A copy of the Board Code of Conduct and school Code of Conduct;
 - d) A copy of the suspension letter;
 - e) A statement that the pupil and/or his or her parent/guardian has the right to respond to the Principal's report in writing;
 - f) Information about the procedures and possible outcomes of the expulsion hearing, including that:
 - i) If the Suspension Appeals/Expulsion Hearing Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;
 - ii) Parties have the right to make submissions with respect to the suspension;
 - iii) Any decision with respect to the suspension is final and cannot be appealed;
 - iv) If the pupil is expelled from the school, they will be assigned to another school;
 - v) If the pupil is expelled from the Board, they will be assigned to a program for expelled pupils;
 - vi) If the pupil is expelled there is a right of appeal to the Child and Family Services Review Board.
 - g) The name and contact information for the appropriate Superintendent of Education.

The Superintendent will:

- 1. Advise the Trustee(s) of the general details of the incident, including actions taken or pending; and
- 2. May arrange a meeting with the adult pupil or the pupil's parent/guardian and pupil and the Principal, as appropriate.

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- a) If a meeting is arranged, the Superintendent of Education will review the Suspension Appeals/Expulsion Hearing Committee process 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
 - b) If a meeting is arranged, during the meeting the Superintendent of Education may assist to narrow the issues and identify agreed upon facts.
3. Will prepare a package of documents for the Suspension Appeals/Expulsion Hearing Committee, which will include at least the following components:
 - a) a copy of the Principal's Report; and
 - b) a copy of the original suspension letter and the notice of expulsion sent to the adult pupil or pupil's parent/guardian.
 4. Will inform the adult pupil or the pupil's parent/guardian of the date and location of the expulsion hearing, will provide a copy of the Expulsion Hearing Rules, and a copy of the documentation to go to the Suspension Appeals/Expulsion Hearing Committee.
 5. Will ensure that the item is placed on the Suspension Appeals/Expulsion Hearing Committee agenda.

11.10 Hearing before the Suspension Appeals/Expulsion Hearing Committee

If the Principal recommends expulsion, the Suspension Appeals/Expulsion Hearing Committee shall hold a hearing. Parties before the Suspension Appeals/Expulsion Hearing Committee will be the Principal and the adult pupil or the pupil's parent/guardian. If a pupil is not a party, s/he has the right to be present at the expulsion hearing and to make submissions on his/her 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.

The hearing will be conducted in accordance with the Rules of the Suspension Appeals/Expulsion Hearing Committee and the Guideline for Expulsion Hearings:

1. The Suspension Appeals/Expulsion Hearing Committee shall consider oral and written submissions, if any, of all parties;
2. 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;

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3. 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;
4. 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
5. Such other matters as the Suspension Appeals/Expulsion Hearing Committee considers appropriate.

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

1. The mitigating and other factors:
 - a) Whether the pupil has the ability to control his or her behaviour;
 - b) Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour;
 - c) 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;
 - d) The pupil's academic, discipline and personal history;
 - e) 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;
 - f) 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;
 - g) The impact of the discipline on the pupil's prospects for further education;
 - h) The pupil's age;
 - i) Where the pupil has an IEP or ability related needs,
 - i) Whether the behaviour causing the incident was a manifestation of the pupil's ability;
 - ii) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
 - iii) 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
 - j) Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

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2. The application of the Ontario Human Rights Code.
3. The submissions and views of the parties.
4. Any written response to the Principal's report provided before the completion of the hearing; and
5. 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.
6. Such matters as the Suspension Appeals/Expulsion Hearing Committee considers appropriate.

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

11.11 No Expulsion

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

1. Consider whether other progressive discipline is appropriate in the circumstances;
2. Uphold the suspension and its duration;
3. Uphold the suspension and shorten its duration and amend the record accordingly;
4. Quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record; or
5. Make such other orders as the Suspension Appeals/Expulsion Hearing Committee considers appropriate.

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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

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.

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.

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:

1. The reason for the expulsion;
2. A statement indicating whether the expulsion is a school expulsion or a Board expulsion;
3. Information about the school or program to which the pupil has been assigned; and
4. Information about the right to appeal the expulsion, including the steps to be taken.

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

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

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

1. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
2. The pupil will be required to demonstrate that they have learned from the incident and have sought counselling, where appropriate;
3. The pupil will be required to sign a Declaration of Performance form provided by the Board;
4. Following consideration of the principles of equity and inclusion, the Board, in its sole discretion, may determine that a different school than the one from which the pupil was expelled is a more appropriate placement for the pupil.

11.14 Appeal of Board Decision to Expel

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

12. Exclusion

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.

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.

PPM 145 (page 4) states that if a Principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the circumstances of the

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exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).

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.

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 Board Protocol.

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

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

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

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

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

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

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

1. receive reports about suspension and expulsion infractions from Board employees and transportation providers;
2. contact police in accordance with the Police and School Response Protocol;
3. conduct investigations and inquiries;
4. consider and implement progressive discipline measures;
5. impose suspensions of between one (1) and five (5) days;
6. develop and implement Student Action Plans;
7. notify a parent/guardian of a pupil who has been the victim of an incident;
8. develop a Safety Plan;
9. develop a Transition Plan; and

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10. organize and be responsible for a school transfer meeting.

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

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

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

13.2 Delegation of Authority to Teacher-In-Charge

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

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

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

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

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

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

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

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

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

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

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.

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

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

Definitions

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

Administrator – includes a Superintendent, Principal or Vice Principal with responsibility for the school in question.

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

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

Board Expulsion – is an expulsion from all schools of Lakehead Public Schools.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



2135 Sills Street
THUNDER BAY, ON P7E 5T2
Telephone (807) 625-5100
Fax (807) 623-5833

Violent Incident Report Form

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

(copy Y and paste where required)

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

A. Description of Violent Incident (Y main reason for suspension/expulsion)

<input type="checkbox"/>	possession of weapons (eg. guns, knives)
<input type="checkbox"/>	threats of serious physical injury
<input type="checkbox"/>	physical assaults causing serious bodily harm
<input type="checkbox"/>	sexual assault
<input type="checkbox"/>	robbery and extortion
<input type="checkbox"/>	any hate-motivated violence (eg. incidents involving racism, homophobia)
<input type="checkbox"/>	vandalism causing extensive damage to school property or property located on school premises

Details of Violent Incident (brief description of incident)

--

B. Police Contact

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

C. School/Board Response (Y)

Suspension	<input type="checkbox"/>	Expulsion	<input type="checkbox"/>	Other	<input type="checkbox"/>
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Date of inclusion in OSR:

Principal/Designate signature:

(Please refer to the Ministry of Education and Training document *Violence-Free Schools Policy 1994* for direction on the removal of this form from the OSR)

- Copies to:
- OSR
 - School File for September 30 Reporting to Ministry
 - Police: - Thunder Bay Police, Chief of Police, 1200 Balmoral Street P7B 5Z5
- Ontario Provincial Police, Detachment Commander, 2787 Hwy 11-17, RR #2 P7C 4V1
 - Area Superintendent

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PROGRESSIVE DISCIPLINE

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

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

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

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

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

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

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

Prevention Strategies

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

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

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

directly for information, assistance and/or support in an effort to promote and/or develop healthy relationships.

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

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

The Board also expects principals/vice principals to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every pupil with ability related needs is receiving appropriate accommodation up to the point of undue hardship.

Other preventative practices include:

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

Positive Practices

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

Positive behaviour management practices include:

- Program modifications or accommodations;
- Class placement;
- Positive encouragement and reinforcement;
- Individual, peer and group counselling;
- Conflict resolution / Dispute resolution;
- Mentorship programs;
- Promotion of healthy student relationships
- Sensitivity programs;

Appendix C to 8070 Safe Schools - System Expectations Policy & Procedures

- Safety Plans;
- School, Board and community support programs; and
- Student success strategies.

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

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

Early and Ongoing Intervention Strategies – Progressive Discipline Consequences

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

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

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

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

1. Name of the pupil;
2. Date of the incident or behaviour;
3. Nature of the incident or behaviour;
4. Progressive discipline approach used;
5. Outcome; and/or
6. 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:

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

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

Interventions may include:

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

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

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

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

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

1. Consider the particular pupil and circumstances, including considering the mitigating or other factors;
2. Consider the nature and severity of the behaviour;

3. Consider the impact of the inappropriate behaviour on the school climate; and
4. 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:

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

Other Factors to be Considered

1. The pupil's academic, discipline, and personal history;
2. Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
3. Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, 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,
 - a) Whether the behaviour causing the incident was a manifestation of the pupil's ability;
 - b) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
 - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
7. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

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 (Ψ) all that apply

ACTIVITIES LEADING TO A POSSIBLE SUSPENSION

Under Section 306(1) of the Amendment of the Education Act (Progressive Discipline and School Safety, 2007)

- Uttering a threat to inflict serious bodily harm on another person
- Persistent opposition to authority
- Habitual neglect of duty
- The wilful destruction of school property
- Incidents off school property which impact on the school
- 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
- Swearing at a teacher or at another person in a position of authority
- Conduct inconsistent with the Code of Conduct of the school
- Conduct injurious to the moral tone of the school or to the physical or mental well-being of staff of the school
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- Bullying
- 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 of the Amendment of the Education Act (Progressive Discipline and School Safety, 2007)

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- Any other activity that, under a policy of this Board, is an activity which a Principal must suspend a student and, therefore, in accordance with the Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled
- An act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical and mental well-being of others
- A pattern of behaviour that is so inappropriate that the student's continued presence 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 and mental well being of other person(s) in the school or Board
- The student has demonstrated, through a pattern of behaviour, that she/he is persistently resistant to making changes in behaviour which would enable him or her to prosper
- Any act considered by the Principal to be a serious violation of the Board or School Code of Conduct

Report Submitted By (Name) _____ Signature _____

Contact Information (Location) _____ Telephone _____

Date _____

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

SAFE SCHOOLS INCIDENT REPORT - 2

Report No. _____

Report Submitted By (Name) _____ Date _____

- Action Taken No Action Taken

Principal _____ Signature _____ Date _____

SCHOOL-COMMUNITY RELATIONS**8000****BULLYING PREVENTION AND INTERVENTION
POLICY****8071****1. Rationale**

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

4.2. Policy

Lakehead District School Board believes that every student has the right to be treated with dignity and respect and to feel safe within the school environment. ~~The research concerning safe and effective schools supports this belief. Students who are free from bullying are able to give their education the full attention and effort needed for success. Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems, not only for those individuals who are the victims of repeated aggression, but for those who perpetrate it and also for those who see it happening.~~ Bullying behaviour is not acceptable on Lakehead District School Board property, at school related activities, on school buses, or in any other circumstances where engaging in bullying behaviour will have a negative impact on the school climate. At Lakehead District School Board we believe that it is everyone's responsibility to stop bullying behaviour within the school community.

2. 3. Definition of Bullying

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

- Students who bully are learning to use power and aggression to control and distress others
- Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused
- Students use power in many ways:
 - Size, strength, intelligence, age
 - Social status
 - Economic status
 - Knowledge of another person's vulnerability

SCHOOL-COMMUNITY RELATIONS**8000****BULLYING PREVENTION AND INTERVENTION
POLICY****8071****3-4. Types of Bullying Behaviour (may include, but are not limited to the following:)**

- Physical: Repeated hitting, kicking, shoving, or beating up another person.
- Property: Repeated stealing, or damaging another person's property.
- Verbal: Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, sexual harassment.
- Social: Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships.
- Electronic/Cyber: The repeated use of email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships.
- Racial: Repeated aggression directed to a person or persons because of their religious beliefs or background; repeatedly saying negative things about a religious background or belief; repeatedly calling a person names or making fun of his/her religious beliefs or background.
- Sexual: Repeatedly leaving a person or persons out or treating them badly because of their gender; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly making sexist comments or jokes, touching, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons; repeatedly calling a person or persons gay, fag, lesbian, or other inappropriate names.
- Ability: Repeatedly excluding a person or persons or treating them badly because of an ability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability.
- Homophobic: The repeated ill treatment of another individual based on his/her sexual orientation or perceived sexual orientation, including disclosure of someone else's sexual orientation. Ill treatment may include gossiping, physical or verbal aggression, physical or mental violence, obscene or sexualized gestures, or cyber harassment.

4.5. Board, School, Staff, Student, Parental/Guardian Responsibilities

All members of the school community have responsibility for bullying prevention and for addressing bullying when it occurs. Although this responsibility rests with all members of the school community, some members have responsibility to provide leadership in specific areas/situations.

4.5.1 Board

The Lakehead District School Board will:

- ***Establish a bullying prevention and intervention plan for the schools of the Board;***
- ***Require its schools to implement the plan;***
- ***Make its bullying prevention and intervention plan available to the public; and***

SCHOOL-COMMUNITY RELATIONS**8000****BULLYING PREVENTION AND INTERVENTION
POLICY****8071**

- *Review periodically the bullying prevention and intervention plan, and solicit input from community stakeholders.*

5.2 School***The Principal of the school will:***

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

4 5.3 Staff

All staff members within Lakehead District School Board will:

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

SCHOOL-COMMUNITY RELATIONS**8000****BULLYING PREVENTION AND INTERVENTION
POLICY****8071****4.2-5.4** Students

All students within Lakehead District School Board are expected to:

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

4.3 5.5 Parents/Guardians

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

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

5. 6. Prevention/Intervention Strategies**5. 6.1** Positive School Climate

A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within a school”. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable, and accepted. All schools will develop programs that actively promote and support positive behaviours and reflect Lakehead District School Board's Character Education development initiatives.

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8000

BULLYING PREVENTION AND INTERVENTION POLICY

8071

5 6.2 Teaching Strategies

Teaching strategies will be used that focus on developing healthy relationships including bullying prevention in daily classroom teaching.

5 6.3 Character Development/Education

Prevention and intervention strategies should be aimed at developing and promoting the Board’s identified character traits of acceptance, empathy, integrity, respect and responsibility.

5 6.4 Progressive Discipline

Incidents of bullying should be addressed with an appropriate and timely response. Intervention should be done in ways that are consistent with a progressive discipline approach.

5.6.5 Code of Conduct

All members of the school will become familiar with and demonstrate understanding of the Board’s and School’s Code of Conduct which sets out expected standards for behaviour.

5 6.6 Safe School Committee (an existing school committee can assume this role)

Each school shall have a Safe Schools Team. The school’s Safe Schools Committee shall be composed of at least one student where appropriate, parent, teacher, support staff, community partner, and administrator. The Safe Schools Committee monitors and reviews the school climate and recommends appropriate interventions/preventions as needed. The Chair of the committee must be a staff member. The Safe School Committee should use data related to bullying behaviours to monitor and review the effect of school bullying prevention programs. Data may include safe school survey information, suspension and expulsion data, student comments, parental input, etc.

~~5-6.7~~ Training

Lakehead District School Board will continue to provide bullying prevention and intervention training to staff and students. Locally, schools are encouraged to provide programs for parents on bullying prevention and intervention. Students will also be provided with training on bullying prevention and on leadership initiatives within their own schools. Training will include a focus on cultural sensitivity, respect for diversity and special needs.

SCHOOL-COMMUNITY RELATIONS

8000

**BULLYING PREVENTION AND INTERVENTION
POLICY**

8071

6-7. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Equity and Inclusive Education 1020 Safe Schools – System Expectations 8070	September 28, 2010	_____
	<u>Date Revised</u>	_____

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SCHOOL-COMMUNITY RELATIONS

8000

BULLYING PREVENTION AND INTERVENTION PROCEDURES

8071

1. Rationale

~~Lakehead District School Board believes that every student has the right to be treated with dignity and respect and to feel safe within the school environment. The research concerning safe and effective schools supports this belief. Students who are free from bullying are able to give their education the full attention and effort needed for success. Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems, not only for those individuals who are the victims of repeated aggression, but for those who perpetrate it and also for those who see it happening.~~

2. Policy

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

3. Bullying Prevention and Intervention Strategies

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

3.1 Character Education

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

3.2 Positive School Climate

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

SCHOOL-COMMUNITY RELATIONS**8000****BULLYING PREVENTION AND INTERVENTION PROCEDURES****8071**

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

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

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

In addition, staff will provide information to parents/guardians and School Councils about bullying, including ways to support a child who reports being bullied or witnessing bullying. This information will include the dangers of parents'/guardians' encouraging children to be aggressive or to strike back. The school and home can work together to teach children to be assertive and to develop age-appropriate independence. This independence can contribute to self-confidence and may deter bullies who often seek

SCHOOL-COMMUNITY RELATIONS**8000****BULLYING PREVENTION AND INTERVENTION PROCEDURES****8071**

out acquiescent victims. School staff will regularly reinforce the message that bullying will not be tolerated in the school and that everyone must work together to create a positive learning environment.

3.3 Classroom Prevention Strategies

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

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

3.4 School-wide Intervention Strategies

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

- 3.4.1 Intervention will occur in a timely, supportive and sensitive manner and be made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration individual student needs.

Intervention strategies will include:

SCHOOL-COMMUNITY RELATIONS**8000****BULLYING PREVENTION AND INTERVENTION PROCEDURES****8071**

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

(See Appendix C)

- 3.4.2 Strategies will range from early and ongoing to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies. In cases where positive preventive practices may be ineffective or insufficient to address inappropriate student behaviour, the use of progressive discipline consequences, up to and including expulsion, may be appropriate. In circumstances where students receive a consequence for their behaviour, the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and Policy/Program Memorandum 145 (Progressive Discipline) will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized students or students with exceptionalities.
- 3.4.3 School staff will support students in making a confidential report if they are the victim of bullying or are aware of other victim(s). Reporting methods will minimize the possibility of reprisal and will record details of the incident(s). Reports will be investigated and resolved expeditiously, consistent with school, Board and Ministry procedures. Parents/guardians who report bullying will be listened to, and their reports will be followed by an investigation and resolution of the allegations.
- 3.4.4 Where appropriate, students and their parent/guardian will receive developmentally appropriate contact information about professional supports such as: community agencies, public health facilities, and telecommunications forums, such as a help phone lines or websites.
- 3.4.5 Principals/Vice Principals are expected to review and amend, as appropriate, Individual Education Plans and Behaviour Management or Safety Plans at regular intervals and, following an incident, to ensure that students with special needs are receiving appropriate accommodation.

SCHOOL-COMMUNITY RELATIONS**8000****BULLYING PREVENTION AND INTERVENTION PROCEDURES****8071**3.5 Classroom Intervention Strategies

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

- Oral reminders
- Visual cues to the desired behaviour
- Clear examples of appropriate behaviour
- Review of expectations in the school Code of Conduct
- Written work assignment addressing the behaviour, that has a learning component
- Contact with the student's parent/guardian
- Conflict mediation, consultation and resolution
- Peer mentoring
- Referral to counseling
- Restorative practices

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

- take immediate action when bullying is observed
- report the incident to school administration by filling Safe Schools Incident Report form (Appendix A) ***in accordance with Safe Schools – System Expectations Procedures 8070, Section 7.3 Reporting of Incidents On and Off School Property.***
- let students know that they care and will not allow anyone to be mistreated. By taking immediate action in dealing with the bully, educators support both the victim and the witness(es).
- ordinarily confront the bully in private. Dealing with a bully does not necessarily mean confronting the bully in front of his or her peers. Challenging a bully in front of his or her peers may actually enhance the bully's status and lead to further aggression.
- notify the parents/guardians of both victims and bullies when a confrontation occurs, and seek to resolve the problem quickly at school. Where appropriate, this action will be taken by the school administration. Both victims and aggressors will be referred to school and/or community supports whenever appropriate.
- provide protection and support for bullying victims whenever necessary, including creating a buddy system whereby students have a particular friend or older buddy on whom they can depend
- listen receptively to parents/guardians who report bullying and investigate reported circumstances so that immediate and appropriate action can be taken

SCHOOL-COMMUNITY RELATIONS

8000

BULLYING PREVENTION AND INTERVENTION PROCEDURES

8071

- avoid attempts to mediate a threatening bullying situation alone if they are uncomfortable. They will inform the Principal, who will address the situation as appropriate, including contacting police services.

In all cases where ongoing intervention strategies are used, the parent or guardian of the non-adult student engaging in bullying behaviour will be contacted.

4. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
_____	September 28, 2010	_____
_____	<u>Date Revised</u>	_____



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 (Ψ) all that apply

ACTIVITIES LEADING TO A POSSIBLE SUSPENSION

Under Section 306(1) of the Amendment of the Education Act (Progressive Discipline and School Safety, 2007)

- [] Uttering a threat to inflict serious bodily harm on another person
[] Persistent opposition to authority
[] Habitual neglect of duty
[] The wilful destruction of school property
[] Incidents off school property which impact on the school
[] 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
[] Swearing at a teacher or at another person in a position of authority
[] Conduct inconsistent with the Code of Conduct of the school
[] Conduct injurious to the moral tone of the school or to the physical or mental well-being of staff of the school
[] Possessing alcohol or illegal drugs
[] Being under the influence of alcohol
[] Bullying
[] 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 of the Amendment of the Education Act (Progressive Discipline and School Safety, 2007)

- [] Possessing a weapon, including possessing a firearm
[] Using a weapon to cause or to threaten bodily harm to another person
[] Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
[] Committing sexual assault
[] Trafficking in weapons or in illegal drugs
[] Committing robbery
[] Giving alcohol to a minor
[] Any other activity that, under a policy of this Board, is an activity which a Principal must suspend a student and, therefore, in accordance with the Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled
[] An act considered by the Principal to be significantly injurious to the moral tone of the school and/or to the physical and mental well-being of others
[] A pattern of behaviour that is so inappropriate that the student's continued presence 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 and mental well being of other person(s) in the school or Board
[] The student has demonstrated, through a pattern of behaviour, that she/he is persistently resistant to making changes in behaviour which would enable him or her to prosper
[] Any act considered by the Principal to be a serious violation of the Board or School Code of Conduct

Report Submitted By (Name) _____ Signature _____

Contact Information (Location) _____ Telephone _____

Date _____

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

SAFE SCHOOLS INCIDENT REPORT - 2

Report No. _____

Report Submitted By (Name) _____ Date _____

- [] Action Taken [] No Action Taken

Principal _____ Signature _____ Date _____

Resources

Available in Board schools:

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

Available in the Board's Instructional Materials Centre:

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

Other:

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

Internet:

www.interfaithcalendar.org

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

www.prevnet.ca

www.egale.ca

www.tolerance.org

www.pflagcanada.ca

www.religioustolerance.org

www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf

www.ibelievein.ca

Secondary Resources

Bullied Tip Sheets for Adolescents:

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

Stop Being a Bully Tip Sheets for Adolescents:

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

Bystander Tip Sheets for Adolescents:

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

Elementary Resources

Bullied Tip Sheet for Elementary School Children:

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

Stop Being a Bully Tip Sheet for Elementary School Children:

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

Bystander Tip Sheet for Elementary School Children:

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

HOW TO HANDLE HARASSMENT IN THE HALLWAYS IN THREE MINUTES

(From the Toronto District School Board)

1. STOP the harassment.

Interrupt the comment/halt the physical harassment.

DO NOT pull students aside for confidentiality unless absolutely necessary.

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

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

2. IDENTIFY the harassment.

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

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

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

3. BROADEN the response.

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

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

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

4. ASK for change in future behaviour.

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

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

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

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2013 JAN 22
Report No. 019-13

TO THE CHAIR AND MEMBERS OF
LAKEHEAD DISTRICT SCHOOL BOARD – Public Session

RE: REVISIONS TO MULTI-YEAR STRATEGIC PLAN 2011 - 2014

1. Background

- 1.1 The Education Act, Section 169.1, outlines the Board's responsibility for student achievement and effective stewardship of resources.
- 1.2 In June 2011, the Board approved the 2011 – 2014 Strategic Plan. This plan was developed following focus groups that included elementary and secondary students, employees, parents, and community stakeholders and partners. In addition, a cross sectional group of staff and community representatives met to provide input to the plan.
- 1.3 Section 169.1(g) dictates that Boards shall annually review the plan with the Board's Director of Education.

2. Situation

- 2.1 In October 2012, Trustees met to review the plan at a facilitated session. Changes to the plan were suggested and a follow-up informal session was requested to review a revised draft of the Strategic Plan.
- 2.2 Trustees met informally on November 12 to view the revised plan.
- 2.3 The proposed revisions to the plan were shared at January meetings of the Aboriginal Education Advisory Committee, Parent Involvement Committee, and Special Education Advisory Committee.
- 2.4 The revised Strategic Plan is herewith presented for Board approval.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the revised Strategic Plan as outlined in Appendix A of Report No. 019-13.

Respectfully submitted,

CATHERINE SIEMIENIUK
Director of Education

STRATEGIC PLAN 2012 - 2014

DRAFT

OUR MISSION

**Lakehead Public Schools
is committed to the success of every student.**

OUR VISION

Your Children Our Students The Future

Trustees
2010 - 2014

Chair
Deborah Massaro

Vice Chair
Karen Wilson

Marg Arnone

Pat Johansen

Lori Lukinuk

Ron Oikonen

Jack Playford

George Saarinen

Student Trustee
Rheanna Kendrick

OUR VALUES
**Integrity
Acceptance
Responsibility
Empathy
Respect**

Learning

- High levels of personal and academic excellence are sought for every student.
- A continued commitment to student success JK - 12 and Continuing Education to enhance life chances and life choices for all students.

Engagement

- Students are engaged in their learning for success.
- Leaders engage in learning with staff.
- Communication promotes and strengthens parent and community engagement.

**STUDENT
SUCCESS**

Environment

- Enhance mental, physical and social well-being through a safe, inclusive and equitable environment.
- Provide an inviting, environmentally responsible physical space.



**Building an equitable and inclusive
community together.**