

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
<b>SAFE SCHOOLS - SYSTEM EXPECTATIONS POLICY</b>	<b>8070</b>

1. Rationale

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

2. Policy

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

3. Suspension and Expulsion

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

3.1 Suspension

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

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

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- any act considered by the principal to be injurious to the physical or mental well-being of members of the school community;
- persistent opposition to authority;
- the willful destruction of school property;
- incidents off school property which impact on the school;
- habitual neglect of duty;
- conduct inconsistent with the Code of Conduct of the Board or school;
- conduct affecting the safe learning environment for the students or working environment of staff of the school; and
- any other activity for which a pupil may be suspended under a policy of the Board.

### 3.2 Expulsion

The principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the School Board. This enables the principal to remove the student from the school while the principal investigates the incident and decides whether to recommend to the Board that the student be expelled.

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

- possessing a weapon, including possessing a firearm or knife;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons, illegal or restricted drugs;
- committing robbery;
- giving alcohol or cannabis to a minor;
- issuing a bomb threat or causing a bomb threat to be issued;
- bullying, if:
  - i. the pupil has previously been suspended for engaging in bullying, and
  - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- any activity listed in Ontario Education Act subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
- an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- a pattern of behavior that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;

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- activities engaged in by the student on or off school property that cause the student’s continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- the student has demonstrated through a pattern of behavior that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behavior which would enable them to prosper;
- any act considered by the principal to be a serious violation of the requirements of student behavior and/or a serious breach of the Board or school Code of Conduct;
- where a student has no history of discipline or behavior intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behavior and/or a serious breach of the Board or school Code of Conduct; and
- any other activity that, under a policy of the Board, is an activity for which a principal must suspend a pupil and, therefore, in accordance with this, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

#### 4. Guiding Principles

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

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- 4.6 Educators, parents and community members have a responsibility to work in partnership to develop safe learning communities and environments. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- 4.7 The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability, and/or any other immutable characteristic or ground protected by the Human Rights Code, is an expectation from all school members.
- 4.8 The Board recognizes that the Human Rights Code of Ontario has primacy over provincial legislation and Board policies and procedures, and understands that the Education Act, Regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the Human Rights Code of Ontario.

5. Review

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

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy & Procedures:	September 5, 1995	
1020 Equity and Inclusive Education	<u>Date Revised</u> June 22, 1999	Education Act s. Part XIII Behaviour, Discipline and Safety
7030 Harassment & Human Rights	December 11, 2001 March 5, 2002	
7040 Violence in the Workplace	June 27, 2006 January 22, 2008	Refer to Appendix F of 8070 Safe Schools – System Expectations Procedures
8040 Trespass to Schools	September 28, 2010	
8071 Bullying Prevention and Intervention	January 22, 2013 September 22, 2015	Policy/Program Memorandum No. 128 The Provincial Code of Conduct and School Board Codes of Conduct
8072 Sexual Orientation and Gender Identity	November 27, 2018	
8073 Dress Code	October 8, 2019	