

<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>8000</b>
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1. Policy

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

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9	Strategies for dealing with Bullying / Bullying Prevention and Intervention	Training Strategies for Members of the School Community
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schools will establish a Dress Code consistent with LDSB

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3.4.4 The School Code of Conduct will be:

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

3.5 Bullying Prevention and Intervention

- 3.5.1 Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be expected to cause) physical or psychological harm, such as fear, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.
- 3.5.2 Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, ability, need for special education, sexual orientation, family circumstances, gender and race.
- 3.5.3 Bullying is a dynamic of unhealthy f3rb(un)3(h1T04 Tf111ETQF1 11.5(i)5(a)MCID 16-BDC q



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

Education Act;  
 The Provincial Code of Conduct Policy/Program Memorandum No. 128  
 Child and Family Services Act;  
 Act;

Divorce Act;  
 Health Protection and Promotion Act;  
 Immunization of School Pupils Act;  
 Occupational Health and Safety Act;

Trespass to Property Act;  
 Youth Criminal Justice Act;  
 Municipal Freedom of Information and Protection of Privacy Act;  
 Personal Health Information Protection Act;  
 Ontario College of Teachers Act;  
 Teaching Profession Act;  
 Early Childhood Educators Act;  
 Human Rights Code; and  
 Canadian Charter.

3.7.3 All members of the school community must:  
 respect and comply with all applicable federal, provincial and municipal laws;  
 demonstrate honesty and integrity;  
 respect differences in people, their ideas and opinions;  
 treat one another with dignity and respect at all times, and especially when  
 there is

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3.7.7 Staff members will:

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 Conduct;  
 be involved in dealing with all aspects of inappropriate behaviour;  
 report to the principal situations that compromise the safety of students and staff;  
 demonstrate appropriate role modeling;  
 have input in reviews of the school environment; and  
 be encouraged to assume leadership roles in the implementation of safe school practices.

3.7.8 Principals, under the direction of LDSB, take a leadership role in the daily operations of a school. They provide this leadership by:

demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;  
 holding everyone under their authority accountable for their behaviour and actions;  
 empowering students to be positive leaders in their school and community;  
 and  
 communicating regularly and meaningfully with all members of their school community.

3.7.9 Teachers and school staff, under the leadership of the principal, maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

help students work to their full potential and develop their sense of self-worth;  
 empower students to be positive leaders in their classroom, school and

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3.7.11 Parents fulfill their role when they:

- are engaged in their child's work and progress;
- communicate regularly with the school;
- help their child be appropriately dressed and prely



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

6.1 For Victim(s):

communicate with the \_\_\_\_\_, if the student is under eighteen years of age; when appropriate, contact community agencies to facilitate counselling and/or referral in consultation with parents and the victim; plan for re-entry of victim with staff, parents, agencies and, where appropriate, the perpetrator; \_\_\_\_\_-entry; and \_\_\_\_\_ well-being.

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7.1.2 Students Twelve to Seventeen Years of Age

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

7.1.3 Adults

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

7.2 Categories of C





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8.6.3 Inappropriate behaviour may also include, but is not limited to, one of the following infractions for which a suspension may be imposed: a principal shall consider whether to suspend a pupil if they believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- 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

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9.2 Each school will have a team in place that will be responsible for school safety (this may be an existing team or committee). The team or committee will include at least one student (where appropriate), one parent, 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 LDSB 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 and students. These plans will provide supports for students who have been bullied, students who have bullied others and students who have been affected by observing bullying.

9.3 Training Strategies for Members of the School Community

Lakehead District School Board has and will continue to provide training support for members of the school community. Some examples of this support are:

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

10. Suspension of Students

10.1 When a principal s investigation of an incident, which should include consultation with the adult pupi and pupil, determines that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, a principal or vice principal shall consider whether that pupil should be suspended, taking into account any mitigating and other factors that might be applicable in the circumstances.

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



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10.11.4 Upon receipt of written notice of the intention to appeal the suspension, the appropriate superintendent:

- will promptly advise the school principal of the appeal;
- will promptly advise the adult pupil that a review of the suspension will take place and invite the appellant to contact the appropriate superintendent to discuss any matter respecting the incident and/or appeal of the suspension;
- will review the suspension (reason, duration, any mitigating or other factors, whether or not the Human Rights Code should be or was appropriately applied);
- may consult with the principal regarding modification or expunging the suspension;
- will request a meeting with the adult pupil and the principal to narrow the issues and try to effect a settlement; and
- will, where a settlement is not effected, provide notice of the review decision to the adult pupil parent.

10.11.5 Where the suspension is upheld on review and the adult chooses to continue with the appeal, the appropriate superintendent will:

10.11.5.1 Coordinate the preparation of a written report for LDSB. This report will contain at least the following components:

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

10.11.5.2 In consultation with the office of the director, arrange a date for the appeal before the Suspension Appeals/Expulsion Hearing Committee agenda.

10.11.6 The office of the director will inform the adult pupil or t 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.

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10.11.7 The parties in an appeal to the

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10.12.3 Adult pup

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10.14 Transfer to a Another School

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

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

When it has been determined that a pupil will be transferred to another school, the principal shall ensure that a Transition Plan is developed identifying any additional supports and resources required, in the principal's opinion, to ensure a successful transition which might include, where appropriate, referrals for social work support, child and youth worker support and/or support from community agencies as well as the development of a transitional IEP. Where the pupil has been subject to suspension, the Transition Plan shall be consistent with and coordinated with the SAP developed for suspension purposes. ETQ319G8e.

The principal of the sending school shall invite the adult pupil or parent 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 a 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 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.

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11.1 Mitigating Factors and Other Factors

The principal will consider mitigating and other factors (see 10.5.1) in determining the length of the suspension and in determining whether to recommend expulsion. The principal will make every effort to consult with the student and parent 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 presence in the school creates or does not create an unacceptable risk to the safety of any other individual at the school.

11.2 Suspension Pending Recommendation for Expulsion

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

11.3 Procedural Steps when Imposing a Suspension

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

11.3.1 Within 24 hours of the decision, the principal must make all reasonable efforts to rent of the suspension.

11.3.2 The principal must inform the pupil

11.3.3 The principal must provi,800.00000912 0R04 Tf1 04 TnBTC c59.31 suspended pending an

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11.9.2 Provide written notice of the pending expulsion hearing to the parent and pupil. The notice shall include:

- a statement that the pupil is being referred to the Suspension Appeals/Expulsion Hearing Committee to determine if the pupil is expelled for the activity that resulted in suspension;
- a copy of LDSB Suspension Appeals/Expulsion Hearing Committee procedures;
- a copy of the Provincial or LDSB Code of Conduct and school Code of Conduct;
- a copy of the suspension letter;
- a statement that the pupil and/or his or her parent has the right to respond to the principal;
- information about the procedure.

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

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

11.11 No Expulsion

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

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

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

11.12 Expulsion

11.12.1 In the event the Suspension Appeals/Expulsion Hearing Committee decides to impose an expulsion on the pupil, the Suspension Appeals/Expulsion Hearing Committee must decide whether to impose a LDSB 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 oth

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

A vice principal may be delegated authority to notify a parent of a pupil who has been



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The teacher-in-charge

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