

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Tuesday June 7, 2016 @ 7:00 p.m.

MINUTES

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Aaron MacGregor		X				Matt Fisher					X
Allison Pelletier		X				Kim Figliomeni (Alternate)		X			
Margaret McIntyre					X	Stanley Sabourin (Alternate)				X	
Mannisto, Mark		X				McRae, Pinky (Ex-Officio)		X			

Administration Resource Members	OS	TC	VC	A	R
David Tamblyn: Director of Education	X				
Cathy Tsubouchi: Superintendent of Business					X
Suzanne Eddy: Assistant to the Director		X			
Nicole Morden-Cormier: Superintendent of Education					X
Wayne Chiupka, Manager of Plant Services	X				
Marc Paris, Coordinator of Plant Services		X			
Annick Brewster, Principal MNHS		X			
RM. Joannette: Recorder	X				

1.0 Review and Approval of Minutes: April 5, 2016

[\(Attached\)](#)

Moved: A. Pelletier

Second: P. McRae

That, the Board Policy Review Committee minutes of April 5, 2016 be approved.

2.0 Business Arising from Minutes: April 5, 2016

2.1 Stakeholder Reviews

The following policies were posted for stakeholder review for the period April 6 through May 31, 2016. No stakeholder feedback was received on policies/guidelines Numbers 204 through to 308.

P-204	Trustee Associations	<u>(Attached- D. Tamblyn)</u>
P-205	Cooperation with Other Boards	<u>(Attached- D. Tamblyn)</u>
P-211	Electronic Attendance	<u>(Attached- D. Tamblyn)</u>
P-214	Meta-Policy	<u>(Attached- D. Tamblyn)</u>
P-501	School Visitors	<u>(Attached- D. Tamblyn)</u>
P-905	Pupil Accommodation	<u>(Attached- D. Tamblyn)</u>
P-308	Student Fees	<u>(Attached- C. Tsubouchi)</u>

2.2 Deferred to Current BPRC Agenda

P-209 Agendas

[\(Attached- D. Tamblyn\)](#)

As per minutes of April 5, 2016 this policy was deferred to ensure that wording applied was in concert with the Board Procedural Bylaws. Change made now includes insertion of "as per article 3.1" to complete the statement outlined as article 1.1.

Action: Submit for board approval on June 20, 2016

3.0 **Business Arising from Minutes: February 2, 2016**

P-718 Footwear

(Attached- W. Chiupka)

As per minutes of April 5, 2016, the BPRC that the Occupational Health and Safety Committee (OH&S) review this policy further review in light of all the stakeholder feedback received. Coordinator of Plant Services, Marc Paris advised that at its recent quarterly meeting, the (OH&S) members re-examined the changes originally suggested and continues to uphold its recommendations. The policy is to be brought forward to the Board in its present state. The OH&S requested that the policy be reviewed in one year's time rather than the normal five year review rotation. Policy 718 will be re-examined by June 2017.

Action: Submit for board approval on June 20, 2016

4.0 **Reviews: New/Existing Policies**

P-402 Unauthorized Vehicles on Board Property

(Attached- W. Chiupka)

No Changes

Action: Submit for stakeholder review.

P-405 Smoking

(Attached- W. Chiupka)

Changes to Article 5.0 to include "This ban extends to smoking of flavoured tobacco products and favoured nicotine delivery products including e-cigarettes."

Action: Submit for stakeholder review.

P-512 Student Exchanges

(Attached- D. Tamblyn)

Changes to Article 5.0 includes update of names of the exchange agencies.

Action: Submit for stakeholder review.

P-519 School Dismissal

(Attached- D. Tamblyn)

No changes

Action: Submit for stakeholder review.

P-538 Food and Beverage

(Attached- D. Tamblyn)

One change at Article 1.1: Removal of reference to PPM 135 which has been revoked by the ministry.

Action: Submit for stakeholder review.

P-520 Safe Schools System Expectations

(Attached – S. Eddy)

This policy formerly called Safe School Code of Conduct has been renamed Safe Schools System Expectations. It serves as an umbrella policy for the Board Progressive Discipline and Anti Bullying Policy and it aligns with the Board's Strategic as well as First Nation Metis and Inuit Policy Framework.

Action: Submit for stakeholder review.

P-525 Bullying Prevention and Intervention Strategies

(Attached – S. Eddy)

This policy has been revised extensively to both align and complement the contents of its umbrella Policy 520.

Action: Submit for stakeholder review.

P-535 Progressive Discipline and School Safety

(Attached – S. Eddy)

This policy has been revised extensively to both align and complement the contents of its umbrella Policy 520

Action: Submit for stakeholder review.

5.0 Policies to be Referred for Stakeholder Review

- P-402 Unauthorized Vehicles on Board Property
- P-405 Smoking
- P-512 Student Exchanges
- P-519 School Dismissal
- P-538 Food and Beverage
- P-520 Safe Schools System Expectations
- P-525 Bullying Prevention and Intervention Strategies
- P-535 Progressive Discipline and School Safety

6.0 Policies to Refer to Board for Approval on June 20, 2016

- P-204 Trustee Associations
- P-205 Cooperation with Other Boards
- P-211 Electronic Attendance
- P-214 Meta-Policy
- P-501 School Visitors
- P-905 Pupil Accommodation
- P-308 Student Fees

7.0 2016 Meeting Schedule

- September 6
- October 4
- November 1

8.0 Adjournment

Moved: K. Figliomeni Second: A. MacGregor

That, the Board Policy Review Committee Meeting of June 7, 2016 adjourn at 8:00 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Tuesday April 5, 2016 @ 7:00 p.m.

MINUTES

Members	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); 										
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Legend: **P** =Policy **MG** = Management Guideline **PG** = Procedural Guideline

1.0 Review and Approval of Minutes: February 2, 2016

Moved: A. Pelletier

Second: M. Mannisto

That, the Board Policy Review Committee minutes of February 2, 2016 be approved.

2.0 Business Arising from Minutes: February 2, 2016

The following policies were posted for stakeholder review for the period February 3 through March 31, 2016.

P-207 Lines of Communication Regarding Complaints

Stakeholder feedback: Nil

Action: Submit for board approval on April 18, 2016

MG 207 Lines of Communication Regarding Complaints

Stakeholder feedback: Nil

Action: Submit for board approval on April 18, 2016

P-542 Ryan's Law

Stakeholder feedback: Nil

Trustee M. Mannisto suggested there be an identifying note on this policy in that Ryan's Law refers to the condition of asthma, however not all policy readers would be aware. The word "asthma" will be added to the policy subject line.
In conjunction with this BPRC members suggested administration review all policies to ensure that identifying information is added to

policy subject lines to ensure clarity for stakeholders. Members concur that there is no need to bring policies to BPRC to sanction the addition of such descriptors.

Action: Submit for board approval on April 18, 2016

3.0 Reviews: New/Existing (P's / MG's and / or PG's)

P-204 Trustee Associations

Action: Submit for stakeholder review

P-205 Cooperation with Other Boards

Action: Submit for stakeholder review

P-209 Agendas

In review, BPRC suggested that the content of this policy be checked against the Board Procedural Bylaws related to Board Agenda development to ensure harmony.

Wording in the policy will be cross checked with Bylaws and re-examined at BPRC meeting on May 3, 2016

Action: Defer policy review to next BPRC meeting.

P-211 Electronic Attendance

Action: Submit for stakeholder review

P-214 Meta-Policy

Action: Submit for stakeholder review

MG-214 Meta-Policy

Action: Submit for stakeholder review

P-301 Student Transportation

Note: This item was not reviewed. The policy continues to undergo revision before presentation to BPRC.

MG-301 Student Transportation MG

Note: This item was not reviewed. The policy continues to undergo revision before presentation to BPRC.

P-501 School Visitors

Action: Submit for stakeholder review

P-905 Pupil Accommodation

It was suggested that where reference to "First Nations" is made in the policy and the management guideline that perhaps a more inclusive term such as First Nation, Inuit and Metis be used. Director Tamblyn will consult with the board's Aboriginal Liaison Nicole Richmond and Trustee Stanley Sabourin representing First Nations to determine the appropriate reference to use throughout the policy and its management guideline.

Action: Submit for stakeholder review

P-905 Pupil Accommodation MG

Notes above apply to for this the management guideline as well. In addition, D. Tamblyn will check on Item 13.0 Transition Process for confirmation that the Transition Committee chairperson duty resides with the Superintendent on the committee or if that responsibility is accorded by the committee itself.

Action: Submit for stakeholder review

P-308 Student Fees

Action: Submit for stakeholder review

MG-308 Student Fees

Action: Submit for stakeholder review

4.0 Policies to be Referred for Stakeholder Review

- P-204 Trustee Associations
- P-205 Cooperation with Other Boards
- P-211 Electronic Attendance
- P-214 Meta-Policy
- MG-214 Meta-Policy
- P-501 School Visitors
- P-905 Pupil Accommodation
- P-905 Pupil Accommodation MG
- P-308 Student Fees

5.0 Policies to Refer to Board for Approval on April 18, 2016

- P-207 Lines of Communication Regarding Complaints
- MG 207 Lines of Communication Regarding Complaints
- P-542 Ryan's Law-Asthma

6.0 2016 Meeting Schedule

May 3
June 7
September 6
October 4
November 1

7.0 Adjournment

Moved: A. Pelletier Second: M. Mannisto

That, the Board Policy Review Committee Meeting of April 5, 2016 adjourn at 7:58 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name TRUSTEE ASSOCIATIONS 204

<i>Board Approved:</i> June 21, 2016	<i>Reviewed:</i> June 7, 2016	<i>Review By:</i> December 2021
December 5, 2011	September 26, 2011	
March 21, 2006	January 27, 2006	
March 12, 1999		

POLICY

The Superior-Greenstone District School Board recognizes the value of networking with other Trustees in Ontario.

PROCEDURES

The Board may take an annual membership in at least one (1) trustee association in Ontario.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name COOPERATION WITH OTHER BOARDS 205

Board Approved: June 21, 2016
October 18, 2011
March 21, 2006
March 12, 1999

Reviewed: June 7, 2016
September 26, 2011
January 27, 2006

Review by: December 2021

POLICY

The Superior-Greenstone District School Board will maintain liaison with neighbouring school boards, both public and separate and French and English.

PROCEDURES

The liaison with other Boards shall be to identify and pursue areas of common interest and concern.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name ELECTRONIC ATTENDANCE

211

Board Approved:	June 21, 2016 December 5, 2011 March 12, 1999	Reviewed: June 7, 2016 September 26, 2011 November 22, 2004 February 22, 2005	Review By: December 2021
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POLICY

In compliance with Provincial regulation, the Superior-Greenstone District School Board will make provision for participation in meetings of the Board using technology.

PROCEDURES

1.0 Definitions

1.1 Electronic Attendance

Electronic attendance shall imply participation through tele-conferencing and/or video-conferencing

1.2 Member

When the reference herein is "Member" it is understood to include elected and appointed Trustees and the Student Representative

1.3 Meeting Room

When this policy makes reference to a "meeting room" it is understood to imply the usual and designated meeting locations of the Board and its committees. The following persons shall be physically present in the meeting room of the board:

- a) The chair of the board or his/her designate
- b) At least one additional member of the board
- c) The Director of Education or his/her designate.

2.0 Requirements

Under provincial regulation the following shall apply:

2.1 Physical Attendance

2.1.1 Board Meetings

It is required that at meetings of the Board and the Committee of the Whole Board that the following persons be physically present in the meeting room:

the Chair of the Board or designate,	1 Person
and,	
at least one additional Member of the Board, and,	1 Person
the Director of education or designate	1 Person

3 Persons

2.1.2 Committee Meetings

It is required that at committee meetings of the Board, except Committee of the Whole Board, the following persons must be physically present in the meeting room:

the Committee Chair or designate, 1 Person

and,

the Director of Education or designate 1 Person

2 Persons

2.2 Minimum Attendance

A trustee is automatically removed from the Board if he or she fails to be physically present in the meeting room of the Board for at least three (3) regular meetings of the Board in each twelve (12)-month period beginning December 1 {Education Act, Section 228 (1) (e)}.

2.3 Effectiveness

Electronic meetings must be designed and deemed to make positive contributions to the work of the Board. Their design must conform to the requirements of Reg.436/97.

2.4 Conditions for Access

Conditions for access to meeting electronically are to be governed by:

- a) the purpose and nature of the meeting, and,
- b) the composition of participants in the meeting.

2.5 Accessibility

Generally, all scheduled Regular Board meetings, including meetings of the Committee of the Whole, and meetings of Standing Committees are accessible, upon request, via electronic means for all Members and the general public at designated sites.

3.0 **Attendance**

3.1 Deemed Present

A Member who participates in any meeting through electronic means as defined and described herein shall be deemed to be present at the meeting for the purpose of the Education Act and regulations.

3.2 Verbal Roll Call

When one or more Members are in attendance electronically, the Roll Call shall be verbally taken and duly recorded.

3.3 Ensuring a Quorum

Members participating electronically shall notify the Chair of their departures, either temporary or permanent, from the meeting before absenting themselves in order that the Chair may ensure a quorum is maintained.

4.0 Attendance: Student Trustees

Under the Ministry of Education Student Trustees Attendance and Conflict of Interest Guidelines, the following is stated.

- 4.1 Under the Education Act, Student Trustees are not covered by the Municipal Conflict of Interest Act making it so that Students Trustees are not subject to the same conflict of interest and attendance criteria that apply to Board members.

Student Trustees are considered present a meeting in which they participate through teleconferencing, videoconferencing or other electronic means. They are not bound by the same criteria as Board members who are required to be physically present in the meeting room of the Board at least three times over the course of a 12-month period.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	BOARD AND ADMINISTRATION		
Policy Name	META: Policy Initiation, Identification, Development, Implementation and Review		214
	Management Guideline Applies		
Board Approved:	June 21, 2016	Reviewed: June 7, 2016	Review by: December 2021
	October 18, 2011	September 26, 2011	
	March 21, 2006		

POLICY

It is the intent of Superior-Greenstone District School Board to set out a process of policy development/review, which will provide for thoroughness and consistency in approach. Policy statements provide a framework for decision-making and guidelines for the effective operation of the system.

Policies developed through this process will reflect the values of the board and rigorous standards for which we are held accountable.

1.0. Rationale

- 1.1 The Superior-Greenstone District School Board recognizes the need for clear, effective policies to provide direction and focus for decision-making and action. Establishing a process, which defines how policies will be initiated and/or identified, how policies will be developed, the process for policy implementation and how policy review is undertaken is essential to the establishment of exemplary policies.

Policy of the Board should:

- a) Reflect the basic philosophy and values of the Superior-Greenstone District School Board;
- b) Create a framework for the stable operation and provide direction to the education system;
- c) Constitute guidelines for decision making and action by those with decision making responsibility;
- d) Provide defined guidelines within which the Board of Trustees will exercise its legislative authority;
- e) Establish limits within which activities of the board may be carried out by designated staff;
- f) Reduce inconsistency and duplication by establishing clear criteria and parameters for administrative, employee and students' actions.

2.0. **Guidelines**

2.1 Board Policy Statements may be:

- a) statements of philosophy, goals, objectives or priorities, or
- b) standards or principles by which individuals make judgments, take courses of action, or
- c) guidelines for decision making or to future action by the Board, administrative personnel or staff, or
- d) statements or criteria or models for establishing principles and parameters for the development of derivative or subordinate policies (e.g. school policies).

2.2 Each board policy shall:

- a) be consistent with the mission statement and goals of the board;
- b) provide rationale;
- c) be written in clear, concise inclusive language;
- d) be sufficiently broad to allow administrators to be guided in their decisions and actions, and
- e) conform to current legislation and regulations.

2.3 Board policies should:

- a) be designed in a standard format;
- b) be reviewed according to prescribed procedures;
- c) be developed by involving individuals who are identified by the board;
- d) be clear on how they are to be implemented.

2.4 Trustees, employees and students are responsible for acting in accordance with Board Policy.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	VISITORS TO SCHOOL	501
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<i>Board Approved: June 21, 2016</i>	<i>Reviewed June 7, 2016:</i>	
<i>October 18, 2011</i>	<i>September 26, 2011</i>	<i>Review by: 2021</i>
<i>March 12, 1999</i>	<i>June 20, 2006</i>	

POLICY

It is the policy of the Superior-Greenstone District School Board to exercise control of access to its schools in the interests of good management and the safety of students.

PROCEDURES

1.0 Permission to Be on Premises

All visitors to a school must have the permission of the Principal or his/her designate.

2.0 Posted Notices

Each school shall post notices at entrances advising that visitors must report to the Main Office upon entry.

3.0 Checking In

Visitors must obtain the required permission before contacting any teacher or other employee or any student or visiting any area of the school. All visitors are required to wear a Visitors Badge that is clearly visible throughout their visit. All visitors are required to sign out at the end of their visit.

4.0 Superior-Greenstone DSB Staff

All Superior-Greenstone staff are supplied with Name/Pictures Badges. Their identification should be visible on their person, or easily retrieved while in their home school facility or when visiting another SGDSB facility.

5.0 Salespersons or Agents

Salespersons or agents shall not interfere with normal school routines.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	MISCELLANEOUS		
<i>Policy Name</i>	PUPIL ACCOMMODATION <i>Management Guideline Applies</i>		905
<i>Board Approved:</i>	June 21, 2016 April 27, 2011 February 17, 2010 June 24, 2008 January 22, 2008 March 20, 2007 February 20, 2001	<i>Reviewed</i>	June 7, 2016 April 26, 2011 October 26, 2009 May 26, 2008 January 22, 2008 March 20, 2007
			<i>Review by:</i> December 2021

POLICY

It is the policy of Superior-Greenstone District School Board to study schools where opportunities exist to deliver learning to our students in a more effective and efficient manner.

RATIONALE

Superior-Greenstone District School Board is committed to the success and well-being of every student. It is responsible for managing facilities in an effective manner that ensures the financial viability and sustainability of the school board. In order to respond to changing demographics and program needs, it is necessary to monitor and evaluate the viability of all schools on a regular basis and to review in detail schools whose viability may be in question.

1.0 Long-Term Capital and Accommodation Planning

The Board will establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s). This long-term planning is informed by relevant information obtained from local municipal governments, First Nations, and other community partners, and takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in the school(s). This planning will take into account opportunities for partnerships with other school boards (if viable) and appropriate public organizations that are financially sustainable, safe for students and support the Board's Vision.

2.0 Initial Staff Report

- 2.1 Prior to establishing a pupil accommodation review, an initial staff report will be presented to the Board identifying a school or group of schools in which accommodation issues have been identified. The initial staff report will contain one or more options to address the accommodation issue(s). Each option must include a supporting rationale and timelines for implementation. If more than one option is presented, a recommended option will be identified.

- 2.2 A School Information Profile (SIP) will be completed by board staff for each of the schools under review and be presented to the Board with the initial staff report. SIPs will focus on the following considerations:
- value to the student; and
 - value to the Board.

3.0 Establishment of the Pupil Accommodation Review and Accommodation Review Committee

- 3.1 After reviewing the initial staff report, the Board may choose to undertake a pupil accommodation review to address the accommodation issues in the school(s) under review.
- 3.2 The Board will direct the formation of an Accommodation Review Committee (ARC) for a group of schools or for a single school. The ARC will include membership from the school community and supporting board staff. A Trustee will be an ad hoc member who will monitor the process.
- 3.3 All stakeholders of the school(s) under review will be informed within five (5) business days of the Board's decision to form an ARC and will be invited to provide feedback on the recommended option(s) presented in the initial staff report. The decision will be posted on the Board's website.

4.0 Role of the Accommodation Review Committee (ARC)

The ARC acts as the official conduit for information shared between the Board and the school community. The ARC shall review, provide feedback, and may seek clarification on the initial staff report. The ARC may provide other accommodation options than those in the initial staff report, and must provide supporting rationale for any such option. ARC members are not required to vote or achieve consensus regarding the information provided to the Board.

5.0 Timelines

- 5.1 Beginning with the Board's decision to conduct a pupil accommodation review of a school or schools, there must be no fewer than thirty (30) business days before the first of two public meetings is held.
- 5.2 Stakeholders, including single- and upper-tier local municipalities, First Nations, and community partners that expressed an interest prior to the pupil accommodation review, must be notified within five (5) days of the Board's decision to conduct a pupil accommodation review.
- 5.3 There must be no fewer than forty (40) business days between the first and final public meetings.
- 5.4 The final staff report must be posted on the Board website no fewer than ten (10) business days after the final public meeting.

- 5.5 From the posting of the final staff report there must be no fewer than ten (10) business days before public delegations.
- 5.6 There must be no fewer than ten (10) business days between public delegations and the final decision of the Board.
- 5.7 School holidays such as summer vacation, winter break and spring break must not be considered “business days”.

6.0 Modified Pupil Accommodation Review

- 6.1 The Board may choose to undertake a modified pupil accommodation review based on two or more of the following factors:
- distance to the nearest school is fewer than 15 km for elementary schools or 20 km for secondary schools;
 - the utilization rate of the facility is less than or equal to 65%;
 - number of students enrolled at the school is fewer than or equal to 75 students for elementary schools or 150 students for secondary schools;
 - when the Board is planning the relocation (in any school year or over a number of years) of a program, in which the enrolment constitutes more than or equal to 50% of the school’s enrolment (this calculation is based on the enrolment at the time of the relocation), or the first phase of a relocation carried over a number of school years.
- 6.2 The initial staff report will contain a rationale for exempting the school(s) from the standard pupil accommodation review process. Even when the criteria for modified pupil accommodation review are met, the Board may choose to follow the standard pupil accommodation review process.

7.0 Timelines of Modified Pupil Accommodation Review

- 7.1 Beginning with the Board’s decision to conduct a modified pupil accommodation review of a school or schools, there must be no fewer than thirty (30) business days before one single public meeting is held.
- 7.2 Stakeholders, including municipalities, First Nations, and community partners that expressed an interest prior to the pupil accommodation review, must be notified within five (5) days of the Board’s decision to conduct a modified pupil accommodation review.
- 7.3 The final staff report must be posted on the Board website no fewer than ten (10) business days after the single public meeting.
- 7.4 From the posting of the final staff report there must be no fewer than ten (10) business days before public delegations.
- 7.5 There must be no fewer than ten (10) business days between public delegations and the final decision of the Board.
- 7.6 School holidays such as summer vacation, winter break and spring break must not be considered “business days”.

8.0 Application of Pupil Accommodation Review Guidelines

The Board is not obligated to undertake a pupil accommodation review in the following circumstances:

- where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary;
- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during reconstruction;
- when a lease for a school is terminated;
- when the school board is planning the relocation (in any school year or over a number of school years) of grades and programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on enrolment at the time of relocation, or the first phase of a relocation carried over a number of school years);
- when the school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students and staff during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction;
- where there are no students enrolled at the school at any time throughout the school year.

9.0 Appeal Process

An individual or group may seek a review of the Board's accommodation process in accordance with the Ministry of Education's document entitled "Administrative Review of the Accommodation Review Process" posted on the Board website and available at the Board Office in Marathon.

10.0 Transition Planning

Following the decision to consolidate or close a school, a Transition Committee will be formed to address the transition for students and staff. The transition of students will be carried out in consultation with parents/guardians and staff.

11.0 Extenuating Circumstances

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

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	BUSINESS AND TRANSPORTATION
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<i>Policy Name</i>	STUDENT FEES
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308

<i>Board Approved: June 21, 2016 October 18, 2011</i>

Reviewed

<i>June 7, 2016 September 26, 2011</i>
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Review by: December 2021

POLICY

The Superior-Greenstone District School Board is committed to supporting students participating in school activities regardless of their individual economic circumstances.

DEFINITIONS

“student activity fees”– are voluntary amounts that are used to supplement a student’s school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

“enhanced programming and materials”–are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade and are to be provided at no cost.

“optional programming”- refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Regional Arts and Advanced Placement® programs.

RATIONALE

Every student has the right to attend school, where he/she is a qualified resident pupil, without payment of a fee. The costs of materials and activities for elementary and secondary education are provided to schools by the Ministry of Education and are reflected in the Superior-Greenstone’s operating budgets.

When schools choose with the support of the school community to offer enhanced or optional programming, parents may be asked to contribute resources in the way of time, money, or materials to support these programs or activities. While no student should be excluded from

participating in any school activity or event based on the ability to pay, some activities or events may require some recovery of the cost for participation.

Fees may be appropriate in cases where schools choose to offer enhancements or supplementary learning materials beyond the core curriculum. Where fees are appropriate, they should be minimized as much as possible, with the goal of supporting student participation in programs and activities regardless of individual economic circumstances.

1.0 Implementation

1.1 Guiding Principles

- 1.1.1 Every student's school experience is enriched by participation in a variety of activities and opportunities "beyond the classroom".
- 1.1.2 Students must be able to participate in any course and have the opportunity to acquire all skills and knowledge required to complete compulsory credit course requirements without any additional cost.
- 1.1.3 The Ministry of Education grants do not provide funding for all aspects of a student's school experience.
- 1.1.4 Schools are permitted to charge student activity fees.
- 1.1.5 Members of school communities should be consulted in the development of a school's fee schedule and should be made aware of the use of student fees.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name AGENDAS

209

Board Approved: June 21, 2016
December 5, 2011
March 12, 1999

Reviewed: June 7, 2016
Deferred April 5, 2016
September 26, 2011
April 25, 2006

Review By: December 2021

POLICY

It shall be the policy of the Superior-Greenstone District School Board that an agenda be prepared for each meeting.

PROCEDURES

1.0 Regular Meetings

- 1.1 All matters to be placed on the agenda of a Regular Board Meeting are subject to the approval of the Chair. All such requests shall be granted by the next available meeting as per Article 3.1

The Director of Education will be responsible for producing the agenda and for clearing it in advance with the Chair of the Board.

- 1.2 Trustees or officials who wish to have an item placed on the agenda will provide this information to the Director.
- 1.3 Agendas, together with supporting material, will be forwarded electronically prior to the meeting a minimum of five (5) days wherever possible except in extenuating circumstances.
- 1.4 The process outlined in this policy may be employed at the discretion of the chair of any board committee.

2.0 Special Meetings

- 2.1 Agendas for special meetings called by the Chair will be provided in advance, when possible.
- 2.2 Items not on the agenda will not be introduced at the meeting.
- 2.3 The Chair calling a special meeting will do so in consultation with the Director. The Chair will then poll the remaining trustees to ensure that the majority desire the meeting and forward supporting material electronically prior to the meeting a minimum of five (5) days wherever possible, except in extenuating circumstances.

- 2.4 The Chair may call a special meeting upon the written request of no fewer than a majority of the Members of the Board

3.0 Other

- 3.1 Board members who require information, are required to submit their request in writing to the attention of the Chair two weeks prior to an upcoming Board meeting.
- 3.2 Board members who wish to have a report compiled by Senior Administration, are required to put the request in the form of a motion where a trustee can second the request and majority support of trustees is recorded. *Notice along with supporting materials shall be forwarded to the Director/Chair a minimum of two weeks in advance of a board meeting whenever possible prior the next scheduled board meeting."*

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name FOOTWEAR

718

Board Approved: June 21, 2016
September 18, 2012
December 4, 2007

Review: June 7, 2016
October 5, 2015
September 4, 2012

Review By: June 2017

POLICY

In the School Board workplace, there are potential risks for foot injuries. These risks could arise from objects that fall or roll, sharp objects, slippery surfaces, chemical products, power sources or any other risk that may cause injury to the foot, or cause a person to slip, trip, or fall. All reasonable effort will be taken by the Board to eliminate or reduce these risks by establishing physical or administrative control measures. In addition to these measures, the Board has established requirements regarding the type of footwear to be worn, in order to counter the risks that cannot be covered by the control measures in place.

This Policy applies to all employees of the Board, while on Board business, either on or off Board property, and contractors while on Superior-Greenstone District School Board property.

Responsibilities



- 1.0 Senior management, school management and supervisors must:
 - Identify the activities that require protective footwear;
 - Determine the appropriate type of protective footwear according to the identified risk;
 - Direct those under their supervision to wear the appropriate footwear.
 - Ensure that employees wear the appropriate footwear in all areas where a risk exists.
- 2.0 All personnel shall:
 - Wear the appropriate protective workplace footwear at all times;
 - Ensure that footwear used is in good condition.
 - Check with their supervisor, when unsure about what might be required.
- 3.0 All personnel shall not:
 - Walk around workplaces in bare feet or in socks;
 - Wear open-toed sandals, flip flops, “croc” or similar footwear.
 - Walk outdoors in wet, ice, or snow conditions, without proper outdoor footwear.
- 4.0 Type of footwear that must be worn for general classroom or office duties:
 - Closed-toe shoes;
 - Soft rubber soles;
 - Flat or a maximum 2 1/2 inch heel.

5.0 Type of footwear that must be worn for Shops, Science labs, and similar risk areas:

- Appropriate protective footwear must be worn at all times in the areas where chemical products are used or stored. Perforated shoes, sandals or other shoes of this type shall not be worn in the laboratories, prep rooms, or areas where spillage may occur.
- An appropriate shoe must cover and protect the entire foot. Footwear manufacturing materials including the sole and the upper must be compatible with the laboratory or shop environment, the material being handled and the functions that are carried out.
- Depending on the type of risk one faces, footwear that offers more protection may be warranted. Footwear with soles resistant to slippery surfaces, abrasives, oils, or heat might be considered.
- Any uncertainty in what would be appropriate footwear must be brought to the attention of the supervisor, by the employee prior to the employee being exposed to the risk.

6.0 Type of footwear that must be worn by Maintenance and Custodial staff:

- Construction Sites, Outside and Grounds Work: Maintenance and custodial staff shall wear proper footwear when working outside. Footwear must carry a Canadian Standards Association (CSA) protection class of Grade 1 (green label), and protect the entire foot from lawn care equipment and flying debris. This applies to all workers, whether operating grounds care equipment, or working in other areas.
- Indoor work: When working indoors and particularly when performing floor care tasks which may cause exposure to wet or otherwise unusual or slippery floor conditions, footwear should be chosen which is slip resistant and suitable for the task. When moving furniture or performing similar tasks, CSA Grade 1 (green label), CSA Grade 2 (yellow label) or Grade 1 (blue label) rated footwear must be worn.
- Construction Sites - Specialized work: Where there is potential for injury to feet due to an impact, perforation, electrical shock, static electricity, etc., it is necessary to wear protective footwear approved by the CSA that is specific to the risk faced. Any uncertainty in this area must be brought to the attention of the supervisor, by the employee prior to the employee being exposed to the risk.

	Yellow triangle footwear has sole puncture protection and Grade 2 protective toe (withstand impact up to 90 joules)	Light industrial work environments that need both puncture and toe protection.
	Blue rectangle footwear provides Grade 1 protective toe with no protective sole	For industrial work that does not require puncture protection.

- Winter Exterior Work: Maintenance and Custodial Staff shall wear proper winter traction aids when performing any outdoor work required during winter months. The footwear traction devices must be worn when performing any exterior task such as mail runs, shoveling, sanding & salting, garbage disposal, exterior building inspections etc.

Note: *Winter months will consist of when ground conditions have snow or ice present.*

7.0 Type of footwear that must be worn by Education Staff:

- Depending on the type of risk one faces when performing yard supervision duty or partaking in exterior excursions, exterior traction devices offer more slip protection. Footwear with built in traction devices designed for exterior wear might be considered.
- Education employees shall wear board approved winter traction aids when performing any outdoor student supervision work required during winter months.
- **Traction devices will be supplied by Superior-Greenstone DSB**

Note: *Winter months will consist of when ground conditions have snow or ice present.*

8.0 Type of footwear that must be worn by Contractors and others on Board Property:

- Contractors, Architects, Engineers, Inspection staff, and all others that enter onto Board property to carry out services, must abide by the Footwear Policy as it applies to Maintenance and Custodial staff.

9.0 Review of this Policy:

- From time to time, the Board may review this policy and make changes as advisable.

Proposed Education Traction Devices:

This section is only for information and identifying the type of traction device that will be the recommended safety devices for the education sector.

- Lightweight
- Fast On, Fast Off
- Foot slip protection with forefoot cleats maintains traction throughout your natural stride while walking
- Lightweight TPE Elastomer holds securely in place.
- Providing superior grip on ice, snow, and pavement



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	FACILITIES & GROUNDS	
<i>Policy Name</i>	UNAUTHORIZED VEHICLES ON BOARD PROPERTY	402

<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review by:</i>
October 18, 2011	June 7, 2016	December 2021
March 12, 1999	September 26, 2011	December 2016
	February 20, 2007	
	October 28, 2002	

POLICY

The Superior-Greenstone District School Board retains the right, as property owner, to control access to any of its facilities and grounds, specifically the operation of motorized vehicles therein.

PROCEDURES

1.0 Board Discourages Use

The Board does not encourage the operation of snowmobiles, off road vehicles and / or mini-bikes on any Board-owned property.

2.0 Safety Priority

The safety of all staff, students, parents and the general public during regular school hours, as well as those persons using the facilities outside of school hours is the first priority.

3.0 Provisions for Parking

Local facilities may, under the direction of the Principal or designate make provision for the parking of vehicles on Board property and their operation to and from this parking area in a manner consistent with the priority for safety.

4.0 Advisory

All users of the facility are to be advised of the acceptable parking process.

5.0 Restricting Users

The Principal or designate of the facility shall have the authority to restrict the use of the designated parking area, including the banning of persons who persistently fail to comply with the stated requirements.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section FACILITIES & GROUNDS

Policy Name SMOKING 405

<i>Board Approved:</i> _____	<i>Reviewed:</i> June 7, 2016	<i>Review By:</i> December 2021
October 18, 2011	September 26, 2011	December 2016
March 12, 1999	April 25, 2006	

POLICY

The Superior-Greenstone District School Board places as a first priority the health and safety of students and staff.

PROCEDURES

1.0 Health Risk

The Board believes that smoking poses a significant health risk to the smoker, and there is evidence that non-smokers exposed to side-stream smoke are also at risk.

2.0 Obligation

As a concerned employer, the Board has a responsibility to provide a healthy working environment for its staff and students.

3.0 Model

Lifetime smoking habits are often formed during the school years and therefore, the school has a responsibility to encourage non-smoking through the formal classroom instruction and by example.

4.0 Rights

The right of a non-smoker to protect his/her health shall prevail over the wish of an employee or student to smoke.

5.0 Prohibited

For these reasons it is the policy of the Board not to permit smoking on any Board-owned property at any time. This ban extends to smoking of flavoured tobacco products and flavoured nicotine delivery products including e-cigarettes. Smoking is prohibited in schools, offices and Board-operated vehicles.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	STUDENT EXCHANGES	512	
<i>Board Approved:</i>	<u> </u> October 18, 2011 March 12, 1999	<i>Reviewed:</i> June 7, 2016 September 26, 2011 April 25, 2006	<i>Review by:</i> 2021 December 2016:

POLICY

The Superior-Greenstone District School Board supports the concept of student exchanges.

PROCEDURES

1.0 Policy and Regulation

Any implementation of a student exchange program is to be done in accordance with Board policy and Ministry regulation.

2.0 Encouraged School-by-School

Programs are to be encouraged on a school-by-school basis where interest is expressed.

3.0 No Financial Support

Financial support will not be provided by the Board to students involved in an exchange.

4.0 Required Approvals

Any program contemplated must be approved by the Principal of the school and a Supervisory Officer PRIOR to announcement.

5.0 Exchanges Beyond Ontario

Exchanges beyond Ontario should be conducted through an approved agency such as ~~OSEF (Ontario Student Exchange Foundation)~~, International Student Exchange Ontario (ISEOntario), SEVEC (Society for Educational Visits and Exchanges in Canada), Experiences Canada, Canadian Education Exchange Foundation (CEEP), a local Rotary Club or other agencies or groups approved as per No. 4.0 as above.

6.0 Sponsors Requirements

Schools involved in exchanges should endeavour to follow the guidelines and procedures of the sponsors, so long as these are not in conflict with No. 1.0 as above.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name SCHOOL DISMISSAL 519

<i>Board Approved:</i> _____	<i>Reviewed:</i> June 7, 2016	<i>Review by:</i> December 2021
October 18, 2011	September 26, 2011	December 2016
August 10, 1999	June 20, 2006	

POLICY

It is the policy of the Superior-Greenstone District School Board that dismissal at the end of terms, or prior to major holiday (Christmas, March, and summer Breaks), will be at the regular time for all classes and staff.

<i>Section</i>	Schools and Students		
<i>Policy Name</i>	Food and Beverage Policy Management Guidelines Apply		538
<i>Board Approved:</i>	<u>October 18, 2011</u>	<i>Reviewed:</i> June 7, 2016 September 26, 2011	<i>Review By:</i> December 2021 December 2016

It is the policy of Superior-Greenstone District School Board that schools and worksites foster healthy nutrition environments and implement food practices to support the wellness of students in accordance with the current edition of *Eating Well with Canada's Food Guide*.

This policy will guide Board personnel and school communities in the development of healthy school environments that support student learning and success by encouraging students, staff and parents/guardians to make nutritious and healthy food and beverage choices.

- 1.1 All schools and worksites will comply with the provincial legislation relating to nutrition, such as Policy/Program Memorandum (PPM) 150 (School Food and Beverage Policy), ~~Policy/Program Memorandum (PPM) 135 (Healthy Foods and Beverages in Elementary School Vending Machines)~~, the Healthy Food for Healthy Schools Act and any other pertinent legislation.
- 1.2 School cafeterias will adhere to the Ministry guidelines in the sale of all foods and beverages.
- 1.3 Schools with nutrition programs will follow the Student Nutrition Guidelines developed by the Ministry of Children and Youth Services.
- 1.4 Food is not used as an individual reward or an incentive for good behaviour, achievement, or participation in classrooms. This does not preclude school staff members from providing students with food or beverages that comply with the nutrition standards in PPM 150 and the Food and Beverage Policy and Procedures for nutrition snacks or observances.
- 1.5 Administration, staff, parents and guests will promote and will support healthier food choices for students.
- 1.6 Principals, staff, school councils, parents, and volunteers will make every effort to understand and work co-operatively to ensure that this policy is implemented as outlined and that the spirit of the policy influences their decisions and actions.
- 1.7 This policy will:
 - a) apply to all events that involve students at school, regardless of the time of day or night;
 - b) apply to students only;
 - c) apply to fundraising activities (e.g., bake sales, sports events);
 - d) apply to food that is sold to students.

- e) apply to extra-curricular activities, on or off site.
- 1.8 This policy will not:
 - a) apply to student lunches brought from home or foods brought from home for classroom parties (i.e., birthdays and other classroom celebrations);
 - b) apply on educational excursions;
 - c) apply to staff rooms;
 - d) apply to community groups utilizing the school
 - e) food that is provided to students at no cost
- 1.9 The school principal may designate up to ten days during the school year as special event days on which food and beverages sold in the schools would be exempt from the nutrition requirements of this policy. The school principal must consult with the school council prior to designating a day as a special-event day. School principals are encouraged to consult with their students in making these decisions. Notwithstanding this exemption, on special-event days, schools are encouraged to sell food and beverages that meet the nutrition standards set out in the current edition of *Eating Well with Canada's Food Guide*.
- 1.10 Schools are encouraged to be environmentally aware (e.g., reduce food waste, recycle and reuse containers, avoid purchasing products with excess packaging).

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

SCHOOLS AND STUDENTS

Policy Name **SAFE SCHOOLS CODE OF CONDUCT SYSTEM** 520
EXPECTATIONS

<i>Board Approved</i>	<i>September 8, 2008</i>	<i>Reviewed: June 7, 2016</i>	<i>Review By: 2021</i>
<i>:</i>	<i>January 20, 2003</i>	<i>May 26, 2008</i>	<i>December 2013</i>

POLICY

Superior-Greenstone District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff and community where all members of the school community are to be treated with respect and dignity, especially persons in positions of authority. The policy has three components: prevention, intervention and the development of procedures that define each and outline consequences including suspension and expulsion, in accordance with the Education Act and related Regulations.

RATIONALE

1. Superior Greenstone District School Board is committed to the success of every student. A school is a place that promotes responsibility, respect, civility, and academic excellence in a safe, nurturing and welcoming learning environment.
2. A positive school climate exists when all members of the community feel safe, comfortable and accepted. Staff, students, parents/guardians, school councils and community members work in a cooperative partnership and must share the responsibility for creating and maintaining such an environment.
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 supports student achievement and the well-being of all students.

This policy is written in accordance with the Education Act, Ontario Regulation 472/07, Policy Program Memorandum (PPM): 119 (Equity and Inclusion), 128 (Provincial and School Board Codes of Conduct), 145 (Progressive Discipline and Promoting Positive Student Behaviour) 144(Bullying Prevention), the Provincial Code of conduct and the Superior Greenstone 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 key component of prevention, and must be modeled by everyone connected to the school and community creating a culture of respect and dignity.
- iii. Responsibility for a safe learning environment must be assumed by all members of the school community.
- iv. Improvement in learning outcomes for all students; develop the skills needed for all students to be positive leaders and self-directed life-long learners.
- v. 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.

The *Human Rights Code of Ontario* has primacy over provincial legislation and school board policies and procedures such that the *Education Act* regulations, Ministry of Education PPM, and board policies are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code of Ontario*.

System Expectations

1.0 Code of Conduct

- 1.1 Elementary and secondary schools within Superior-Greystone District School Board will develop a Code of Conduct which:

- Promotes responsible citizenship by encouraging appropriate participation in the civic life of the school community,
- Maintains an environment where conflict and difference can be addressed in a manner characterized by respect and civility,
- Encourages the use of non-violent means to resolve conflict,
- Promotes the safety of people in the schools,
- Discourages the use of alcohol and illegal drugs,
- Promotes the prevention of bullying in schools.

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

All members of the school community **must**:

- Respect and comply with all applicable federal, provincial and municipal laws,
- Demonstrate honesty and integrity,
- Respect differences in people, their ideas and opinions,
- Treat one another with dignity and respect at all times, and especially when there is disagreement,
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability,
- Respect the rights of others,

- Show proper care and regard for school property and the property of others,
- Take appropriate measures to help those in need,
- Respect all members of the school community, especially persons in positions of authority,
- Respect the need of others to work in an environment that is conducive to learning and teaching,
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully,
- Not swear at a teacher or at another person in a position of authority,
- Accept responsibility for one's own actions and
- Demonstrate respect through appropriate use of digital and electronic equipment both in and outside the school.

1.3 Standards of Behaviour (Safety)

All members of the school community **must not**:

- Engage in bullying behaviours,
- Be in possession of any weapon, including firearms,
- Cause injury to any person with an object,
- Use any object to threaten or intimidate another person,
- Be in possession of, or under the influence of, or provide others with, alcohol or illegal or restricted drugs,
- Inflict or encourage others to inflict bodily harm on another person,
- Commit sexual assault,
- Traffic weapons or illegal or restricted drugs,
- Give alcohol to a minor,
- Commit robbery,
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias,
- Commit and act of vandalism that causes extensive damage to school property or to property located on the premises of the school,
- Utter threats.

2.0 School Environment

The school environment must be safe so that learning can take place. It is the responsibility of all members of the school community to establish a safe and secure school environment.

The school environment is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact, the material resources, and the extensions of this environment that are necessary for the delivery of the program (e.g., appropriate use of technology, field trips, school buses and extracurricular activities).

2.1 Violence Prevention in the Curriculum

Violence prevention must be integrated into the curriculum for all students. It is the joint responsibility of the school, home and community to work together to

guide students to become good citizens in a society that promotes an equitable, safe environment for all.

The Prevention component is guided by the following principles:

- Prevention is the most humane and efficient way to deal with violence, conflict, and acts of aggression,
- The board is committed to promoting appropriate methods of resolving conflict that are safe and respect the rights of others (e.g. restorative practices, peer mentoring).

2.2 Bullying Prevention and Intervention

Bullying adversely affects healthy relationships and the school climate. Bullying adversely affects the school's ability to educate students and it adversely impacts the student's ability to learn.

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, spreading gossip or rumours). It may also occur through the use of digital communications. This includes but is not limited to spreading rumours, images, or hurtful comments through the use of e-mail, text messaging, messaging applications, phone conversations, chat rooms, sharing of pictures social media sites (e.g. Facebook Twitter, Instagram, Snapchat etc.) or any other method that allows one person to communicate with another person.

Bullying will not be accepted on school property, at school related activities, on school buses or in any other circumstances (e.g. on-line) where engaging in bullying has a negative impact on the school climate. Intervention and support will be consistent with a progressive discipline approach.

3.0 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.

To meet the goal of creating a safe, nurturing, caring and accepting school environment Superior-Greenstone District School Board supports the use of positive practices as well as consequences for inappropriate behaviour including progressive discipline which includes suspension and expulsion where necessary.

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. The range of interventions and supports and consequences must be clear, and developmentally appropriate and include learning opportunities for student in order to reinforce positive behaviours. 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 does support the use of suspension and expulsion as appropriate consequences. 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 as contained in the Board's policies and procedures for suspensions and expulsions. A student's parent/guardian or the student 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 student may appeal the principal's decision in accordance with the *Human Rights Code* and the Board's Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines. To support students who have been suspended or suspended pending an expulsion Superior Greenstone DSB requires Principals to create a Student Action Plan for students who for are suspended that can include an academic and/or non-academic component depending on the length of the suspension.

References

The Education Act; Keeping our Kids Safe at School (Bill 157) 2009		
The Child and Family Services Act: Ontario 1990		
The Trespass Act: Ontario 2009		
First Nation Metis and Inuit Policy Framework		
Superior-Greenstone DSB Strategic Plan		
Superior-Greenstone DSB Police Protocol		
Superior-Greenstone DSB Board Policies:		
301 - Student Transportation	501 - Visitors to School	503 – Interviewing Students
505 - Field Trips & Excursions	510 - Suspected Child Abuse	515 – School Community Council
516 - Safe Arrivals Program	535 - Progressive Discipline and	
536 – Equity and Inclusion	Promoting Positive School Climate	720 - Work Place Violence

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	BULLYING PREVENTION AND INTERVENTION STRATEGIES		525
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review By:</i>	
May 18, 2010	June 7, 2016	December 2021	
September 8, 2008	February 22, 2010	December 2015	
June 21, 2005	May 26, 2008		
	March 25, 2008		

POLICY

Bullying adversely affects the school's ability to educate students, their ability to learn but also can lead to violence and more serious social, emotional or psychological problems for those individuals who are the victims of repeated aggression.

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. cyber-bullying) where engaging in bullying has a negative impact on the school climate. Intervention and support will be consistent with a progressive discipline approach.

RATIONALE

The Superior-Greenstone District School Board believes that it is a shared responsibility to create a safe and respectful learning environment and that every student has the right to be treated with dignity. Bullying prevention and intervention strategies foster a positive learning and teaching environment that support academic achievement and well-being for all students. At Superior Greenstone District School Board, we believe that it is everyone's responsibility to stop bullying behaviour in our school community.

DEFINITION

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.

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, and 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, texts, social media sites or any other internet sites to threaten harass, embarrass, socially exclude or damage reputations or friendships,
- Racial/Ethnicity: Repeated aggression directed to a person or persons because of their race, religious background or beliefs; repeatedly saying negative things or name calling about a person's race, religious background, beliefs,
- Sexual: Repeatedly excluding a person or persons because of their gender; repeatedly making rude comments about a person's sexual behaviour; repeatedly making sexist comments or jokes, touching or grabbing in a sexual way; repeatedly spreading sexual rumours or name-calling using inappropriate language such as fag or gay,
- Ability: Repeatedly excluding a person or persons or treating them badly because of an ability or need for special education; repeatedly making comments (e.g. 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.

Prevention/Intervention and Support Strategies

1.0 Prevention and Awareness Raising

1.1 Student Leadership Development

All students should participate in bullying prevention training and leadership initiatives within their schools. These include, but are not limited to:

- Daily classroom teaching with curricular links,
- Character Education Initiatives,
- Mentoring programs,
- Student Leadership Activities (either school based or board wide e.g. Student Senate),
- Student Voice initiatives,
- Citizen Development,
- Healthy Lifestyles Initiatives,
- Social Skills Development,
- Student Success Initiatives.

1.2 Positive School Climate

A positive school climate is defined by the Ministry of Education as “the sum total of all the personal relationships within the school”. A positive school climate is founded on mutual acceptance, inclusion, and is modeled by all its members creating a culture of respect.

2.0 Intervention and Support Strategies

2.1 School Based Bullying and Intervention Plan

All schools must review and if required revise their existing school-wide Bullying Prevention and Intervention plans and protocols **must** be referenced in the School Improvement Plan. The School Bullying Prevention and Intervention Plan shall be communicated yearly to all members of the school community.

Components of these plans must include the following:

- The definition of *bullying*,
- Analysis of the school climate survey,
- Prevention and awareness-raising strategies,
- Intervention and support strategies, including plans to protect victims,
- Reporting requirements,
- Training strategies for members of the school community,
- Equity and inclusive education strategy,
- Communication and outreach strategies,
- Monitoring and review processes.

2.2 Climate for Learning and Working Team (Safe School Teams)

Each school must have in place a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher one non-teaching staff member, one community partner and the principal. An existing school committee can assume this role.

2.3 Intervention Strategies

Intervention strategies could range from early intervention to more intensive interventions in cases of persistent bullying, with possible referral to community or social services.

For a student with special education needs, intervention supports and consequences must be consistent with the student’s strengths, needs, goals and expectations contained in his/her Individual Education Plan (IEP).

All board employees must take seriously all allegations of bullying behavior and act in a timely manner when responding to students who disclose or report bullying incidents.

All board employees who work directly with students – including administration, teachers, educational assistants, non-teaching staff (also includes, social

workers and child and youth workers) must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related events even if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07.

Intervention requires appropriate and timely responses and should be done in ways consistent with a **progressive discipline approach**. This may include early and ongoing intervention strategies such as:

- Contact with parent(s), guardian(s),
- Review of expectations,
- Academic or non-academic activities with a learning component,
- Referral to counseling,
- Consultation with outside agencies.

3.0 Staff, Student, Parent 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 member of the school community some members have responsibility to provide leadership.

4.0 Suspension

In recognition of the importance of addressing bullying, which can have a significant negative impact on student safety, learning and the school climate, bullying may result in a suspension.

5.0 Safe Schools Teams

Each school must have a Safe School Team that is composed of at least one student (where appropriate), one parent, one teacher, one support member, one community partner and the principal. The team must have a staff chair. An existing school committee can assume this role.

Reference:

PPM 144: Bullying Prevention and Intervention (Revised October 19, 2009)

<i>Section</i>	SCHOOLS AND STUDENTS		
<i>Policy Name</i>	PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY <u>Management Guideline Applies</u>		535
<i>Board Approved:</i>	_____ June 22, 2010 January 22, 2008	<i>Reviewed:</i> June 7, 2016 May 31, 2010 February 1, 2010 January 25, 2010	<i>Review by:</i> December 2021 December 2015

Superior-Greenstone District School Board is committed to the success of every student. We believe in an inclusive education system in which all students, parents and other members of the school community are welcomed and respected. Respect for diversity is essential in all our schools to meet the needs of our learners. (*Superior-Greenstone DSB Strategic Plan, 2012*).

- Education Act, Ontario Regulation 472/07 and Regulation 181/98,
- English Language Learners 2007,
- Ontario First Nation Metis Inuit and Policy Framework 2007,
- Ontario's Equity and Inclusive Education Strategy 2009,
- Caring and Safe Schools in Ontario, Ministry of Education 2010,
- Supporting Students with Special Education Needs through Progressive Discipline, K-12 2010,
- Bill 13 and the Policy Program Memoranda (PPM's):
 - 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),
 - Provincial Code of Conduct,
 - Superior Greenstone Code of Conduct.

- 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. The improvement of learning outcomes for all students.
- iv. That 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, family or socio-economic status, age, ability, and/or any other immutable characteristic.

The *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, regulations, Ministry of Education PPM, and board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.

The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.

Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and the Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.

This policy authorizes the creation of procedures for implementation, which might include requirements described in The Ministry of Education PPMs as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry materials which will be sufficient for the purposes of implementing the requirements of Ministry of Education PPMs.

Progressive Discipline

The goal of this policy, with respect to progressive discipline, 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 by schools to address behaviours that are contrary to provincial, board, and school codes of conduct which includes, but is not limited to:

- Inappropriate sexual behavior
- Gender-based violence
- Homophobia

- Harassment on the basis of:
 - Sex,
 - Gender identity,
 - Sexual orientation
 - Race,
 - Colour
 - Ethnicity
 - Culture
 - Citizenship
 - Ancestry
 - Origin
 - Religion
 - Creed
 - Family status
 - Socioeconomic status
 - Disability.

and/or any other immutable characteristic or ground protected by the *Human Rights Code*.

Progressive discipline is an approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Program (IEP) and or his/her demonstrated abilities.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists and speech and language pathologists, shall in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The Board and school administrators, must consider all mitigating and other factors, as required by the *Education Act*, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

PROCEDURES

1.0 Positive Practices

In order to promote and provide for appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The Board also encourages principals/designates to review and amend, as appropriate, IEPs, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

1.1 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; and
- Promoting healthy student relationships; and
- Healthy lifestyles.

1.2 Positive behaviour management practices may include:

- Program modifications or accommodations
- Class placement
- Positive encouragement and reinforcement
- Individual, peer and group counselling
- Conflict resolution/ Dispute resolution
- Mentorship programs
- Promotion of healthy student relationships
- Sensitivity programs
- Safety Plans
- School, Board and community support programs; and
- Student success strategies.

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences.

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, if appropriate.

2.0 Progressive Discipline

2.1 Progressive discipline **may include** early and/or ongoing intervention strategies such as:

- Contact with the pupil's parent(s) / guardian(s)
- Oral reminders
- Review of expectations
- Written work assignment with a learning component
- Volunteer service to the school community
- Peer mentoring
- Referral to counselling
- Conflict mediation and resolution; and/or
- Consultation.

2.2 Progressive discipline **may also include** a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Meeting with the pupil's parent(s)/guardian(s), pupil and principal

- Referral to a community agency for support services
- Detentions
- Partial/full removal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices; and/or
- Transfer.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success.

When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Progressive Discipline and Safe Schools Procedures, the nature and severity of the behaviour, and the impact on the school climate.

The Board also supports the use of suspension and expulsion as outline in Part XIII of the *Education Act* where a pupil has committed one or more of the 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.

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*, the board's Exclusion Policy and Exclusion Procedures and consistent with the *Human Rights Code*. A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure.

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

3.0 Suspension

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

- 3.1.1 Uttering a threat to inflict serious bodily harm on another person;
- 3.1.2 Possessing alcohol, illegal and/or restricted drugs;
- 3.1.3 Being under the influence of alcohol;
- 3.1.4 Swearing at a teacher or at another person in a position of authority;
- 3.1.5 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;
- 3.1.6 Bullying;
- 3.1.7 Any act considered by the principal to be injurious to the moral tone of the school;
- 3.1.8 Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
- 3.1.9 Any act considered by the principal to be contrary to the Board or school code of conduct.

A pupil 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. Any such infractions of which a Board staff member or transportation provider becomes aware of, must be reported to the principal or designate in accordance with Board procedures 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. A written report in accordance with Board procedures must be made when it is safe to do so.

A principal who suspends a pupil under section 306 (Bill 212 Progressive Discipline and School Safety) 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.

4.0 Mitigating-and Other Factors

Before imposing a suspension, the principal, as required by the *Education Act*, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the pupil. For the purpose of the Progressive Discipline and School Safety Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*. The principal or designate shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.

4.1 Mitigating Factors

The mitigating factors to be considered by the principal are:

- 4.1.1 Whether the pupil has the ability to control his/her behaviour;
- 4.1.2 Whether the pupil has the ability to understand the foreseeable consequences of his/her behaviour, and
- 4.1.3 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.

4.2 Other factors to be considered are:

- 4.2.1 The pupil's academic, discipline and personal history;
- 4.2.2 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;
- 4.2.3 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, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- 4.2.4 The impact of the discipline on the pupil's prospects for further education;
- 4.2.5 The pupil's age;
- 4.2.6 Where the pupil has an IEP, or disability related needs;
 - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;

- b) Whether appropriate individualized accommodation has been provided, 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;

4.2.7 Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school

5.0 Expulsion

Under the Safe Schools legislative 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 clause 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.

5.1 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:

- 5.1.1 Possessing a weapon, including possessing a firearm;
- 5.1.2 Using a weapon to cause or to threaten bodily harm to another person;
- 5.1.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 5.1.4 Committing sexual assault;
- 5.1.5 Trafficking in weapons, illegal or restricted drugs;
- 5.1.6 Committing robbery;
- 5.1.7 Giving alcohol to a minor;
- 5.1.8 An act considered by the principal to be significantly injurious to the moral tone of the school and/or the physical or mental wellbeing of others;
- 5.1.9 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- 5.1.10 Activities engaged in by the pupil on or off school property that causes the pupil'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;
- 5.1.11 Activities engaged in by the pupil on or off school property that have caused extensive damages to the property of the Board or to goods that are/were on Board property;
- 5.1.12 The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
- 5.1.13 Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

- 5.1.14 Where a student has no history of discipline or behaviour 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 behaviour and/or serious breach of the Board or school code of conduct.

The principal and the Discipline Committee of the Board shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with the Board procedures 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. A written report in accordance with Board procedures must be made when it is safe to do so.

5.2 Mitigating Factors and Other Factors

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.

For the purpose of the Progressive Discipline and School Safety Procedures, the Board interprets the provision of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

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.

5.3 Principal Investigation

Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal **must complete** an investigation, consistent with the expectations of the *Human Rights Code* and as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the Board's Progressive Discipline and School Safety Procedures.

6.0 Appeal

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*, the Board's Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

7.0 Superintendent Responsible for Student Discipline

The Superintendent of Education shall have the procedural powers and duties outlined in the Progressive Discipline and School Safety-Procedures.

8.0 Discipline Committee

The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Progressive Discipline and School Safety Procedures, Suspension Appeal Guidelines, and Expulsion Hearing Guidelines and Rules.

In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.

The Discipline Committee shall 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.

9.0 Victims of Serious Student Incidents

The Board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the provincial, Board, and school codes of conduct. The principal or designate is required to provide information, in accordance with Board procedures, to the parent(s)/guardian(s) of a pupil 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(s)/guardian(s) would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent 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 parent(s)/guardian(s) of victims, information about the plan and a method of identifying dissatisfaction with the steps taken to provide support to the victim.

References

The Education Act; Keeping our Kids Safe at School (Bill 157) 2009

The Education Act: Amendment to Education Act; Progressive Discipline and School Safety (Bill 212) 2007

The Child and Family Services Act; Ontario 1990

The Trespass Act; Ontario 2009

Superior-Greenstone DSB Police Protocol

Superior-Greenstone DSB Board Policies:

101 - Vision Statement

102 - Mission Statement

103 – Goal Statement

301 - Student Transportation

501 – Visitors to School

503 – Interviewing Students

505 - Field Trips & Excursions

510 - Suspected Child Abuse

515 – School Community Council

516 - Safe Arrivals Program

520 - Safe Schools System Expectations

525 – Bullying and Intervention Strategies

536 Equity and Inclusion

720 – Workplace Violence