



ADMINISTRATIVE PROCEDURES SAFE SCHOOLS

Subject	Page Number
Code of Conduct	1
Incident Reporting	5
Progressive Discipline	7
Bullying	11
Suspension of a Pupil	15
Expulsion of a Pupil	18
School Transfer Related to Student Safety	27
APPENDIX A – Safe School Incident Reporting Form – Part I	28
APPENDIX B – Safe Schools Incident Reporting Form – Part II	30
APPENDIX C – Violent Incident Form	31
APPENDIX D – Delegation of Authority – Vice-Principal	33
APPENDIX E – Delegation of Authority – Teacher	35
APPENDIX F – Bullying Prevention and Intervention Plan	37
APPENDIX G – Letter – Mandatory Suspension	40
APPENDIX H – Letter – Discretionary Suspension	41
APPENDIX I – Letter – Expulsion Not Recommended	42
APPENDIX J – Letter – Expulsion Recommended	43
APPENDIX K – Student Action Plan Template	44

The Lambton Kent District School Board (LKDSB or Board) and school Codes of Conduct apply whether persons are on school property, on school buses, at school-authorized events or activities or in other circumstances that could have an impact on the school climate.

The LKDSB Code of Conduct is established in keeping with the requirements of the provincial Code of Conduct and the standards of behaviour as set forth by the province of Ontario.

Guiding Principles

1. This Code of Conduct applies to all individuals who participate in the school community whether they are on school property, on school buses, at school- authorized events or activities, in a virtual learning environment or in other circumstances that could have an impact on the school climate.
2. All participants in the school community are to be treated with respect and dignity, especially those in positions of authority, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability and other protected areas under the Ontario Human Rights Code.
3. All participants in the school community share responsibility for maintaining an environment where conflict and difference can be addressed through non-violent means in a manner characterized by respect and civility.
4. Behaviour which is aggressive or threatening in any way has no place in LKDSB school communities.
5. Student achievement depends upon the provision of safe and caring learning environments. All participants in the school community share responsibility for ensuring that their decisions and actions contribute rather than detract from the sanctity of these environments.
6. Personal health and well-being are enhanced through awareness and appropriate choices. They are further safeguarded through the application of prevention and intervention strategies and the involvement of community agencies including the police in responding to situations including but not limited to those involving elevated risk of harm by a student to self or others, as well as to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.
7. Responsible citizenship involves appropriate participation in the life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Standards of Behaviour

The Standards of Behaviour apply to all individuals who participate in the school community including Principals, students, parents and guardians, teachers, early childhood educators and other staff members, bus drivers, community groups, volunteers and visitors.

Respect, Civility, and Responsible Citizenship

All members of the school community must:

1. Respect and comply with all applicable federal, provincial, and municipal laws;
2. Comply with all Ministry of Education, school board and school policies;
3. Demonstrate honesty and integrity;
4. Respect differences in people, their ideas, and their opinions;
5. Respect the needs of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are not used during instructional time except under the following circumstances:
 - a. For educational purposes as directed by an educator;
 - b. For health or medical purposes; and
 - c. To support special education needs
6. Cell phones, cameras and other digital imaging and/or audio recording devices are NOT permitted to be used in change rooms or washrooms at any time;
7. Treat one another with dignity and respect at all times, both in person and online, and especially when there is disagreement or difference;
8. Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin,

citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability and other protected areas under the Ontario Human Rights Code;

9. Respect the rights of others;
10. Show proper care and regard for school property and the property of others;
11. Take appropriate measures to help those in need;
12. Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
13. Respect all members of the school community, especially persons in positions of authority;
14. Refrain from using abusive language or swearing at another person, including at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

1. Engage in bullying behaviours, including cyberbullying;
2. Commit sexual assault or sexual harassment;
3. Traffic weapons or illegal or restricted drugs;
4. Give alcohol or cannabis to a minor;
5. Commit robbery or theft;
6. Be in possession of any weapon, including firearms or replicas;
7. Use any object to threaten or intimidate another person;
8. Cause injury to any person with an object;
9. Be in possession of, alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes) and illegal drugs;
 - a. For students, this would also include being in possession of electronic cigarettes, tobacco and nicotine products
10. Use, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products;
11. Provide others with alcohol, illegal drugs, tobacco, electronic cigarettes, cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purpose, as may be permitted) and related products;
12. Inflict or encourage others to inflict bodily harm on another person;
13. Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
14. Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school or to the property of a member of the school community;
15. Record, take or share non-consensual recordings or photos of members of the school community.

Roles and Responsibilities

School Boards

The Board provides direction to the schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

1. Develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
2. Review these policies regularly with students, staff, parents/guardians, volunteers, and the community;
3. Establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents/guardians, students, staff members, and members of the school community in order to obtain their commitment and support;
4. Seek input from school councils, LKDSB Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Liaison Committee;
5. Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
6. Provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;
7. Remind the school community that the *Smoke-Free Ontario Act, 2017* prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 meters of these grounds and prohibits the sale and supply of tobacco or e-cigarettes to anyone

- under 19 years of age;
8. Wherever possible, school boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavor to share effective practices.

Principals

The Principal must choose to either implement the Board Code of Conduct as it exists, below, at the school level, or develop a local school Code of Conduct governing the behaviour of all persons in the school and is tailored expressly to the needs of for their school.

If a local Code of Conduct is developed, it must:

1. Embed the standards of and be consistent with the Lambton Kent District School Board Code of Conduct, and other LKDSB policies and regulations;
2. Set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community (e.g. students, staff, parents/guardians, visitors, volunteers);
3. Be developed in consultation with school council, pupils, staff, parents/guardians, and others as appropriate, and be approved by the appropriate supervisory officer;
4. Be reviewed at least every three years. Subsequent publication or sharing of the school's Code of Conduct will clearly indicate the most recent year of review.

Principals shall annually bring the Code of Conduct to the attention of pupils, parents/guardians of pupils, and others who may be present in the school community and should include efforts to inform parents/guardians whose first language is other than English or French.

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

1. Demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
2. Holding everyone under their authority accountable for his or her behaviour and actions;
3. Empowering students to be positive leaders in their school and community;
4. Communicating regularly and meaningfully with all members of their school community;
5. Maintain consistent and fair standards of behaviour for all students;
6. Demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;
7. Prepare students for the full responsibilities of citizenship.

Teachers and Other School Staff Members

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

1. Help students work to their full potential and develop their sense of self-worth;
2. Empower students to be positive leaders in their classroom, school, and community;
3. Communicate regularly and meaningfully with parents/guardians;
4. Maintain consistent standards of behaviour for all students;
5. Demonstrate respect for all students, staff, parents/guardians, volunteers, and the members of the school community;
6. Prepare students for the full responsibilities of citizenship;
7. Model the standards of respect, civility, and responsible citizenship. This includes modeling appropriate use of personal mobile devices. Educators are not to use personal mobile devices during instructional time, unless explicitly for work-related purposes.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

1. Comes to school prepared, on time, and ready to learn;
2. Shows respect for himself or herself, for others, and for those in authority;
3. Refrains from bringing anything to school that may compromise the safety of others;

4. Follows the established rules and takes responsibility for his or her own actions;
5. Works in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the educational and permitted purposes in the following circumstances:
 - a. For educational purposes as directed by an educator;
 - b. For health or medical purposes; and
 - c. To support special education needs
6. Cell phones, cameras and other digital imaging and/or audio recording devices are NOT permitted to be used in change rooms or washrooms at any time.

Parents/Guardians

Parents/guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents/guardians fulfill their role when they:

1. Show an active interest in their child's work and progress;
2. Communicate regularly with the school;
3. Help their child be neat, appropriately dressed, and prepared for school;
4. Ensure that their child attends school regularly and on time;
5. Promptly report to the school their child's absence or late arrival;
6. Show that they are familiar with the provincial Code of Conduct, the Board's code of conduct, and school rules;
7. Encourage and assist their child in following the rules of behaviour;
8. Assist school staff in dealing with disciplinary issues involving their child.

Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community (e.g., Aboriginal Elders) may also be created. Community agencies are resources that school boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between school boards and community agencies, and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Police

The police play an essential role in making LKDSB schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Third Parties Using School Spaces

Third parties are required to agree to follow standards that are consistent with the Provincial Code of Conduct and the LKDSB Code of Conduct when signing agreements with the Board for the use of school space.

SUBJECT: INCIDENT REPORTING

The Board purchases insurance coverage from the Ontario School Boards Insurance Exchange (OSBIE). The Exchange is a school board owned, non-profit insurance program dedicated to insuring member school boards against losses and to promote safe school practices.

The following is a summary of the role of the Principal in administering school incident reports.

Liability Incident Reporting

1. School Principals shall ensure that an Incident Report Form is completed on any matter involving personal injury requiring medical attention to:
 - a. A student;
 - b. A visitor to the school site; or
 - c. Where damage has been caused to property not owned by the Board.
2. When an incident occurs, the Incident Report should be completed and submitted within 48 hours of the occurrence of the event.
3. The Principal or designate will complete an Incident Report.
4. Preferably, the electronic form available on-line at the OSBIE website (www.osbie.on.ca) will be completed. The username and password are available from the Administrative Assistant to the Superintendent of Business at the Sarnia Education Centre.
5. An original OSBIE form may be completed and forwarded to the Administrative Assistant of Business.
6. Depending upon the circumstances reported, the Claims Manager may choose to open a claim file and commence an investigation, seek further information or process the form for risk management review.

Reporting of Personal Injuries

In the event that a serious injury requiring hospitalization (excluding minor outpatient treatment) occurs on school premises or during an off-site school activity, the Principal shall ensure the following procedures are taken:

1. Notify a parent or guardian;
2. Telephone the OSBIE Claims Department (1-800-668-6724) **immediately** to report the incident with full details;
3. Notify the Administrative Assistant of Business at the Sarnia Education Centre to report the action taken by school staff;
4. Based on information provided during the telephone conversation, the Claims Examiner will determine an appropriate course of action. If the incident has the potential to develop into a serious claim, an adjuster will be appointed promptly;
5. The Claims Examiner will inform the Principal and the Administrative Assistant of Business of the name of the adjusting firm who will investigate the incident on behalf of OSBIE and the Board;
6. Cooperation with OSBIE and its representatives during the investigation is of utmost importance. During the investigation, information should not be provided to any other parties (except police) not acting on behalf of OSBIE.

Reporting of Property Damage and Loss

1. Complete the Damage/Loss Report and forward:
 - a. Original to Accounts Receivable, Sarnia Education Centre
 - b. Copy to Maintenance Services, Sarnia Education Centre
2. All property and boiler losses that may exceed the Board's deductible (\$25,000.) must be reported immediately by contacting the OSBIE claims department.
3. Losses that occur after hours should be called directly to the Manager of Plant and Services and reported to OSBIE the next business day.

Reporting of Crime Incident

1. Notify the OSBIE claims department immediately of any loss arising out of:
 - a. Theft, fraud, forgery by employees, board members or volunteers;
 - b. Counterfeit money orders or paper currency;
 - c. Robbery & burglary;

- d. Computer fraud (ex. large amount of money unaccountable for in an account).

Legal Notices

1. Should a Principal, teacher or staff member receive any legal communication, be it verbal or written, he/she must call the Administrative Assistant of Business immediately. Any written communication including but not limited to: a lawyer's letter, Statement of Claim or other document must be forwarded **immediately**. Time is crucial, as there may be a limited period for OSBIE to respond to these documents.
2. Under no circumstance should the Board or any school engage lawyers in any matter that involves OSBIE. Involvement of an outside lawyer may adversely affect the outcome of any claim that is in negotiation.

Communication

1. Should the Claims Manager determine that an incident requires an investigation, the board contact and the school will be notified of the intention to investigate the incident and may be requested to assist.
2. During the investigation, no information regarding the incident is to be provided to anyone other than OSBIE or police.
3. Injuries to employees must be reported to the Workplace Safety and Insurance Board.

Policy Goal

The Lambton Kent District School Board is committed to building and sustaining a positive school climate that is safe, inclusive, and accepting for all students for the purpose of promoting learning, achievement and well-being. We promote a whole school approach that utilizes a continuum of positive and proactive interventions, restorative practices, community supports and consequences to address inappropriate student behaviour that build upon strategies that promote positive behaviour outcomes and foster a positive school climate.

Promoting and Supporting Positive Student Behaviour

Promoting and supporting positive student behaviour begins with building relationships. A whole school approach, which involves all members of the school and community, is important to ensure that schools are safe, inclusive, and accepting. The development of respectful and caring relationships with all stakeholders will have a direct impact on the effectiveness of prevention and intervention programs. A whole-school approach involving all education and community partners is needed to bring about necessary systemic change.

A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of diversity, equity and inclusion are embedded in the learning environment to support a positive school climate of mutual respect. A positive school climate is a crucial component in the prevention of inappropriate behaviours.

Restorative Practice

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and relationships. Restorative practices are most successful when implemented in environments that are proactive and have built positive relationships and a sense of community in classrooms and within schools. The aim of staff within the LKDSB will be to develop positive relationships with students and between students so that when conflict and tension arise, they are able to rely on the positive relationships to plan positive resolutions with the students rather than for the student.

Progressive Discipline

Behaviour is communication, serves a function, and can be changed over time.

Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours. By building upon positive supports and restorative actions student behaviour can be shaped to support harm reduction and reduce incident recurrence. All inappropriate behaviour, including bullying, must be addressed. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is corrective and supportive. The range of interventions, supports and consequences used by schools must be clear, developmentally, and socio-emotionally appropriate and must include learning opportunities for students to reinforce positive behaviours and to help students make better choices. Consideration for restoration and reconciliation should occur during all stages of discipline for both victims and offenders during school-based incidents.

Responses to student behaviours that are contrary to the board's code of conduct must be developmentally appropriate. For students with special education and/or disability-related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP/support plan/safety plan and/or demonstrated abilities. The Board and school administrators must consider all mitigating factors and other factors as required by the Education Act and as set out in Ontario Regulation 472/07.

Short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may also be required. Part XIII of the Education Act requires school boards to provide programs for students who have been expelled or who are on long-term suspension, so that they can continue their education.

Examples of progressive discipline interventions/supports may include but are not limited to:

1. Conversation with the student;
2. Review of expectations;
3. Assignment;
4. Alternative recess;
5. Social skills group;
6. Mentoring;
7. Meeting with the student's parent(s)/guardian(s), student and principal;
8. Referral to a community agency for anger management, or substance abuse, counseling or intervention;
9. Detentions;
10. Withdrawal of privileges;
11. Withdrawal from class;
12. Restitution for damages;
13. Restorative practices;
14. Safe schools transfer.

In some cases:

1. Contact with CAS where required.
2. Contact with police services where required.

Collaborative problem solving, open communication and opportunities for restoration should occur at all stages of discipline for both victims and offenders for school-based incidents.

Record

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

1. Name of the student;
2. Date of the behaviour;
3. Nature of the activity or behaviour;
4. Progressive discipline approach used;
5. Outcome;
6. Contact with the student's parent/guardian (unless the student is an adult student)
7. Contact with internal supports accessed; and/or
8. Contact with external supports accessed

School-Based Progressive Discipline Plan

Principals are responsible for incorporating the elements of progressive discipline as outlined in the regulations, into a school-wide approach, and to engage the appropriate stakeholders at each stage as may be dictated by circumstances.

Factors Principal Must Consider

The Education Act, Section 306 (2) states when considering whether to suspend a pupil for engaging in an activity described in subsection (1), a principal shall consider any mitigating or other factors prescribed by the regulations.

Mitigating Factors

For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour;
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors:

For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following other factors shall be taken into account if they would mitigate the seriousness of the

activity for which the pupil may be or is being suspended or expelled:

1. The pupil's history;
2. Whether a progressive discipline approach has been used with the pupil;
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
4. How the suspension or expulsion would affect the pupil's ongoing education;
5. The age of the pupil;
6. In the case of a pupil for whom an individual education plan has been developed:
 - a. Whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan
 - b. Whether appropriate individualized accommodation has been provided, and
 - c. Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct

Discretionary Suspensions

The principal or designate must consider whether to suspend a student from grade 4 to grade 12 if they have engaged in any of the activities listed below, which are outlined in subsection 306 (1) of the Education Act. A pupil in junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act.

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

Mandatory Suspensions

The principal or designate must suspend a student from grade 4 to grade 12 if they have engaged in any of the activities listed below, which are outlined in subsection 310(1) of the Education Act.

A pupil in junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be suspended under section 310 of the Act for engaging in an activity described in subsection 310 (1) of the Act unless the principal has conducted an investigation respecting the allegations.

The condition set out in subparagraph 7.1 of subsection 310 (1) of the Act does not apply in respect of a suspension under section 310 of the Act of a pupil in junior kindergarten, kindergarten or grade 1, 2 or 3.

Section 310 of the Education Act:

310 (1) Subject to a regulation made under clause 316 (1.1) (a), a principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or in illegal drugs;
6. Committing robbery;
7. Giving alcohol or cannabis to a minor;
8. Bullying, if,
 - a. The pupil has previously been suspended for engaging in bullying, and

- b. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
9. Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
10. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled. 2007, c. 14, s. 4; 2012, c. 5, s. 14; 2017, c. 26, Sched. 1, s. 30 (5); 2020, c. 18, Sched. 5, s. 9.

Suspension, Investigation and Possible Expulsion

Activities leading to suspension:

If a student in Grade 4 to 12 has engaged in any of the activities listed in section 310(1) of the Education Act, the principal or designate will immediately suspend the student and investigate the incident to determine whether the student should be expelled.

If a student in junior kindergarten to Grade 3 has engaged in any of the activities listed in section 310(1), the principal or designate will investigate the allegations to determine if the student should be suspended or expelled. This discussion will be made in consultation with the Superintendent of Safe Schools or designate.

Expulsion Activities

See Safe Schools Regulations – R-AD-167-24

Safe Intervention with Students

See Safe Intervention with Students Admin Procedure [No. A-AD-142-23](#).

Background

Ontario Human Rights Code

The [Human Rights Code](#) outlines the right for freedom from discrimination. Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Ontario Education Act

The [Ontario Education Act](#) outlines the duties of the Principal and Teacher:

1. Ontario Regulation 427/07 - Behaviour, Discipline and Safety of Pupils
2. Ontario Regulation 440/20 - Suspension of Elementary School Pupils

Equity and Inclusive Education in Ontario Schools

[Guidelines for Policy Development and Implementation](#)

[Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M 56](#)

This section of this Administrative Procedure provides specific direction to principals and staff members regarding bullying prevention and intervention. All staff have a responsibility to report serious incidents of inappropriate behaviour to the principal, and the responsibility of the principal is to notify the parent or guardian of students involved in serious incidents.

Understanding Bullying and Cyber-Bullying

Bullying is behaviour that can be repeated or occur one time and can be carried out by an individual or group of individuals.

Bullying can occur in situations where there are real or perceived power imbalances between individuals or groups, and may be a symptom of racism, classism, homophobia, sexism, religious discrimination, ethnic discrimination or other forms of bias and discrimination. Bullying can also be based on, but not limited to, body size, appearance, abilities, or other real or perceived factors. Perceptions about differences are often based on stereotypes perpetuated in broader society.

Bullying, including cyber-bullying, may be intentional or unintentional, direct or indirect. It can take many forms including physical (for example, pushing, tripping), verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments), social, also known as relational (for example, spreading rumors, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

Acting against bullying behaviour requires school staff to consider the root cause(s) and identify the most effective interventions.

Bullying has the potential to:

1. Negatively affect students' learning, attendance, safety/sense of safety, sense of self-worth and overall mental health and well-being; and
2. Create a negative environment at school or school-related activities for an individual, group or the whole school

Proactive intervention coupled with coaching and support can help all students develop the skills and understanding needed to build and maintain positive relationships.

Bullying impedes the development of a positive school climate.

A whole-school approach involving all education and community members is required to prevent bullying.

Cyber-Bullying

Cyber-bullying is the act of engaging in bullying behaviors through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications.

Examples of cyber-bullying may include, but are not limited to:

1. Sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages;
2. Revealing information considered to be personal, private, and sensitive without consent;
3. Making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others;
4. Excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions.

Increasing the use of digital platforms enhances the threat of cyber-bullying as well as other safety risks.

Bullying, including cyber-bullying, may intersect with other forms of sexual exploitation including, but not limited to, sextortion and the non-consensual sharing of intimate images. Traffickers and other sexual predators are increasingly using fake accounts to pose as acquaintances or friends of children and youth to lure, groom and

recruit them into engaging in sexual acts or services. Children and youth who experience bullying are at increased risk for being sex trafficked.

The Board recognizes that bullying of any type:

1. Adversely affects a student's well-being and ability to learn.
2. Adversely affects the school climate, including healthy relationships.

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Definitions

3.1 Bullying

In Section 1(1) of the Education Act bullying means aggressive and typically repeated behaviour by a pupil where:

1. The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - a. Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - b. Creating a negative environment at a school for another individual, and
2. The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation")
3. For the purposes of the definition of "bullying" in subsection (1), bullying includes the use of any physical, verbal, electronic, written or other means.

3.2 Cyber-Bullying

For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including:

1. Creating a web page or a blog in which the creator assumes the identity of another person;
2. Impersonating another person as the author of content or messages posted on the internet; and
3. Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Bullying Prevention and Intervention Plan

1. The Board's Bullying Prevention and Intervention Plan is found in **Appendix F**.
2. The Board's Bullying Prevention and Intervention Plan will be posted on the Board's website and on school websites.
3. The Board plan must be reviewed periodically (for example, once every 2 years) and must solicit the views of Parent Involvement Committee, the Special Education Advisory Committee, Indigenous Liaison Committee, Equity, Diversity, Inclusion and Justice department, the Student Senators, community partners, and school staff.

Responsibilities

1. School board bullying and intervention plan must:
 - a. Provide opportunities for all members of the school community to increase their knowledge and understanding of such issues as racism, bias, stereotyping, discrimination, prejudice, and hate; bullying; violence; inappropriate sexual behaviour; critical media literacy; and safe Internet use.
 - b. Include a culturally relevant and accessible communication and outreach strategy taking into account linguistic, ethnocultural and accessibility considerations to help ensure parents have access to the board bullying prevention and intervention plan.
 - c. Conduct voluntary, anonymous school climate surveys of students, staff, and parents at least once every two years, including questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.

- d. Establish ongoing processes to meaningfully engage parents so that they feel heard and are valued partners in their children's education.
- e. Assess how well parents understand their roles and responsibilities with respect to policies and practices related to bullying prevention, including cyber-bullying prevention and adjust practices as necessary to address any barriers that might prevent parents from understanding their roles and responsibilities.
- f. Provide and communicate a comprehensive strategy to address incidents of bullying, including appropriate and timely responses.
- g. Formalize relationships (External Collaboration Protocol) with community partners to facilitate the delivery of prevention, intervention, and response programs, the use of referral processes, and the provision of services and support for students and their parents and families.
- h. Establish and provide annual professional development programs to educate teachers and other school staff about the prevention of inappropriate behaviour and strategies for promoting a positive school climate.
- i. Provide curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, teachers, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying.
- j. Provide resources to other adults who have significant contact with students (for example, school bus operators/drivers, volunteers), and recognize the need to support training for new teachers.
- k. Establish and provide professional development programs that include teaching strategies that support the school-wide bullying prevention policies including developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom instruction and school activities.
- l. Require that opportunities be made available for students and staff to learn to recognize the various forms of bullying (such as racial bullying or bullying based on religion) and understand the actions that can be taken by those witnessing the behavior.
- m. Require that opportunities be made available for students and staff to participate in equity and inclusivity education, bullying prevention, and leadership initiatives.
- n. Require that programs, interventions, and other supports be made available for students who have been bullied, witnessed incidents of bullying, or engaged in bullying.
- o. Monitor, review, and evaluate the effectiveness of board progressive discipline procedures, using indicators established in consultation with teachers, other school staff, students, parents, school councils, their Special Education Advisory Committee, their Indigenous Liaison Committee, Equity, Diversity, Inclusion and Justice department, and community-based service providers.
- p. Develop or enhance existing strategies and processes to track and monitor all instances of reported bullying, including cyber bullying, to guide and inform school and board strategic planning.
- q. Collect and analyze data on the nature of violent incidents to support the development of board policies and to inform board and school improvement plans.

2. Principals must:

- a. Implement the LKDSB Bullying Prevention and Intervention plan in their schools, and post this plan to the school's website.
- b. Ensure that for students with special education needs, interventions, supports and consequences are consistent with the child's strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP).
- c. Develop a school team responsible for fostering a safe, inclusive and accepting school climate that must be chaired by a staff member and include the principal, at least one parent, teacher, non-teaching staff member or community partner. It should also include at least one student.
- d. Respond to any report of bullying or cyber bullying behaviour, or behaviour that is likely to have a negative impact on the school climate. Principals will consistently monitor reports received via the bullying hotline.
- e. Investigate all reports submitted by board employees and third-party contractors (e.g. bus drivers, before and after school care providers) and communicate the results (not more than is reasonably necessary) of the investigation to the person who made the report using **Appendix B – Safe**

Schools Incident Reporting Form – Part II.

- f. Follow the requirements for reporting and responding to serious incidents as outlined under Progressive Discipline and Promoting Positive Student Behaviour, including the use and filing of the Safe Schools Incident Reporting form.
 - g. Follow the direction provided in Police/School Board Protocol with respect to incidents that require police notification and response.
 - h. Principals must investigate in JK to Gr. 3 for incidents of bullying if:
 - i. Their continuing presences in the school creates an unacceptable risk to the safety of another person;
 - ii. The bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor.
 - i. The principal may only suspend a student in JK-Gr. 3 under section 310 of the Education Act for engaging in bullying if they have conducted an investigation respecting the allegations and in consultation with their school superintendent.
 - j. Principals must suspend a student between grades 4 to 12 for bullying and, after an investigation, consider referring that student for expulsion if:
 - i. The student has previously been suspended for bullying; and the student's continuing presence in the school creates an unacceptable risk to the safety of another person
 - ii. The bullying is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor
 - k. Review and respond to reports that are received through the online reporting system or received via paper copy.
 - l. Refer to Incident Reporting administrative procedure (A-BU-521-01) for principal's responsibilities regarding notifying parents and/or guardians
3. Teachers and other staff in schools and or classrooms must:
- a. Immediately address incidences of bullying and/or cyberbullying that may have a negative impact on the school climate. When board employees are aware that an incident involves a student with special education needs, they are expected to respond in a way that takes into account information in the student's Individual Education Plan.
 - b. When board employees are aware that an incident that involves a student who is black, Indigenous, 2SLGBTQ+ and/or a member of another equity-deserving community, they are expected to respond in a way that takes into account their over representation in disciplinary programs and/or alternative education programs.
 - c. Responding may include asking a student to stop the bullying and/or cyberbullying; naming the type of behaviour as bullying and explaining why it is inappropriate and/or harmful; and asking the student to correct the behaviour (e.g., restorative approaches, if appropriate etc.).
 - d. Report serious student incidents to the principal so that appropriate actions to address the incident and protect the student may be taken. Use of the **Safe Schools Incident Reporting Form – Part I is required (Appendix A)**
 - e. Participate in professional development programs about the prevention of inappropriate behaviour and strategies for promoting a positive school climate.
 - f. Access the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying.
 - g. Use teaching strategies that support the school-wide bullying prevention policies including developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom instruction and school activities.
 - h. Recognize the various forms of bullying (such as racial bullying, or bullying based on religion) and understand the actions that can be taken by those witnessing the behaviour.
 - i. Participate in equity and inclusivity education, bullying prevention, and leadership initiatives.

Please refer to Appendix F - LKDSB Bullying Prevention and Intervention Plan

Procedural Steps When Imposing a Suspension

Where a principal has determined that it is appropriate in the circumstances to impose a suspension, the principal is required to affect the following procedural steps:

1. As soon as possible on the day of the suspension, or at the very latest within 24 hours of the decision, the principal must make all reasonable efforts to orally inform the adult pupil or the pupil's parent/guardian of the suspension;
2. The principal must provide written notice of the suspension to the pupil, and to the pupil's parent/guardian (unless the pupil is an adult pupil) as follows:
 - a. In hard copy for the pupil to deliver home the day of the suspension; or, if not possible,
 - b. By mail to the home address; or,
 - c. By e-mail as provided by the parent.
3. The written notice of suspension will include:
 - a. The reason for suspension;
 - b. The duration of the suspension;
 - c. Information about the alternative program for suspended students the pupil is assigned to, where the pupil is suspended for six (6) or more school days.
4. Additional information provided by the principal:
 - a. The right to appeal the suspension and relevant policies and guidelines.
 - b. Contact information for the Family of Schools Superintendent.
5. The principal must inform the pupil's teacher(s) of the suspension;
6. The principal in conjunction with the pupil's teacher(s) must organize schoolwork to be provided for the pupil to be completed during the duration of the pupil's suspension as follows:
 - a. Where the pupil is suspended for one (1) school day, the day the pupil is suspended or, if this is not possible, the pupil must be given an opportunity to catch up on missed schoolwork as part of the re-entry process.
 - b. Where the pupil has been suspended for two (2) or more school days the principal will ensure that the schoolwork provided to the pupil will be available the day the pupil is suspended or, if this is not possible, the following school day.
 - c. As outlined in s.300(3) where notice is given to a person it shall be considered to have been received by the person in accordance with the following rules:
 - i. If the notice is sent by mail or another method in which an original document is sent, the notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.
 - ii. If the notice is sent by fax or another method of electronic transmission, the notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.
7. Where the incident is a serious violent incident, including a credible threat to inflict serious bodily harm or vandalism causing extensive damage to Board property or property located on Board property, the principal will complete and file a Violent Incident Form in the pupil's Ontario Student Record as outlined in PPM 120.

Consultation

Before imposing a suspension of six (6) or more school days, the principal will consult with the Superintendent of Education regarding:

1. The investigation undertaken;
2. The circumstances of the incident;
3. Whether or not one or more of the factors outlined above are applicable in the circumstances;
4. The appropriate length of the suspension.

Alternative Suspension Program

Where a pupil has been suspended for six (6) or more school days the pupil will be provided with schoolwork for the first five (5) school days or until the Student Action Plan (SAP) is implemented and will be assigned an alternative program for pupils subject to lengthy suspension. A pupil participating in such an alternative program

is not considered to be engaging in school or school-related activities

A pupil cannot be compelled to participate in an alternative program for pupils subject to lengthy suspensions. Should the adult pupil or a pupil's parent/guardian choose not to have the pupil participate in the available program, the pupil will continue to be provided with schoolwork consistent with the Ontario curriculum or that pupil's modified or alternative curriculum to be completed at home for the duration of his/her suspension. This schoolwork will be available at the school for pick-up by the adult pupil's designate or the pupil's parent/guardian or designate at regular intervals during the suspension period. Where schoolwork has not been picked up, the school should contact the adult pupil or the pupil's parent/guardian to determine whether the school work will be picked up. The principal should record the follow-up and response.

Agreement or refusal to participate in an alternative program for pupils subject to lengthy suspension may be communicated to the school orally by the adult pupil or the pupil's parent/guardian. Where the adult pupil or pupil's parent/guardian declines the offer to participate in an alternative program for pupils subject to lengthy suspension, the principal shall record the date and time of such refusal.

A Student Action Plan will be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in an alternative program for pupils subject to lengthy suspension.

Planning Meeting

For pupils subject to a suspension of six (6) or more school days who choose to participate in an alternative program for pupils subject to lengthy suspension, the principal of the school or designate will hold a planning meeting for the purpose of developing the SAP.

The adult pupil or pupil's parent/guardian and the pupil (where appropriate) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting. Every reasonable effort will be made for the planning meeting to occur within two (2) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an alternative program for pupils subject to lengthy suspension. If the adult pupil or the pupil's parent/guardian is not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.

During the planning meeting the principal or designate will review the issues to be addressed in the pupil's SAP.

Student Action Plan

A pupil subject to suspension for eleven (11) or more school days will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP. Pupils subject to a suspension of fewer than eleven (11) school days may be offered non-academic supports where such supports are appropriate and available.

The SAP will be developed under the direction of the principal the school with assistance, as appropriate, from the system principal(s) of alternative programs, vice-principal of the school, guidance counselor, special education teacher, classroom teacher, CYW and/or social worker or other board supports.

The principal will make every effort to complete the SAP within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an alternative program for pupils subject to lengthy suspension.

This timeline will be communicated to the adult pupil and/or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.

The principal must ensure that the pupil is provided with schoolwork until the SAP is in place.

Once completed, the SAP will be shared with the adult pupil, or the pupil's parent/guardian and the pupil and all necessary staff to facilitate implementation.

A copy of the SAP will be stored in an appropriate documentation file until such time as it is no longer conducive

to the improvement of instruction of the pupil.

The SAP will identify:

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

Re-Entry

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

Notwithstanding the above, a principal may convene a re-entry meeting as deemed necessary for any length of suspension up to and including five (5) school days, with appropriate staff, the pupil, the pupil's parent/guardian, if possible, to provide positive and constructive redirection for the pupil.

Expulsion of Pupils

If a principal has reasonable grounds to believe that a pupil has committed one or more of the activities outlined below on school property, during a school-related activity or event, and/or in circumstances where engaging in the activity will have an impact on the school climate, the principal will suspend the pupil, subject to applicable Regulations. The principal must contact police and/or Children's Aid Society in accordance with the expectations outlined in the police/school board protocol. The principal will also consult with their Superintendent of Schools.

As in section 310(1) of the Education Act, the enumerated activities are:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons, illegal and/or restricted drugs;
6. Committing robbery;
7. Giving alcohol or cannabis to a minor;
8. Bullying, if:
 - a. The pupil has previously been suspended for engaging in bullying, and
 - b. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
9. Any activity listed in subsection 306 (1), for which a student may be suspended, that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor;
10. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled.

Violent Incidents

Where a principal has determined that a violent incident has occurred, they must reference the appropriate steps to be taken as outlined in the Safe Schools Regulation.

Factors to Consider Before Deciding to Impose a Suspension

When deciding whether or not to impose a suspension pending a possible recommendation for expulsion, the principal will make every effort to consult with the pupil, where appropriate, and the pupil's parent/guardian, if the pupil is not an adult pupil, to identify whether any mitigating factors might apply in the circumstances.

Mitigating Factors

The mitigating factors to be considered by the principal before deciding whether to impose a suspension are:

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

If a pupil does not have the ability to control their behaviour and does not understand the foreseeable consequences of their behaviour, the principal should consider not suspending the pupil. Alternative discipline and/or other intervention may be considered by the principal in such circumstances.

If the pupil does not have the ability to control their behaviour and does not understand the foreseeable consequences of their behaviour but poses an unacceptable risk to the safety of others in the school, the principal will consult with their Superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure pupil and staff safety.

Suspension Pending Recommendation for Expulsion

If the pupil is to be suspended pending an investigation, the pupil should be suspended for (20) twenty school days. If the pupil has been suspended pending an investigation to determine whether the pupil will be recommended for expulsion, the principal must assign the pupil to a program for suspended pupils.

If the pupil has been suspended for twenty (20) school days, the principal must undertake an investigation to determine whether to recommend to the Suspension/Expulsion Review Committee that the pupil be expelled.

Procedural Steps When Imposing a Suspension Pending Investigation

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

1. Within 24 hours of the decision, the principal must make all reasonable efforts to orally inform the adult pupil or the pupil's parent/guardian of the suspension;
2. The principal must inform the pupil's teacher(s) of the suspension;
3. The principal must provide written notice of the suspension to the adult pupil or the pupil's parent/guardian and pupil and the Superintendent of Education. The written notice of suspension will include:
 - a. The reason for suspension;
 - b. The duration of the suspension;
 - c. Information about the program for suspended pupils the pupil is assigned to;
 - d. Information about the investigation the principal is conducting to determine whether to recommend expulsion;
 - e. A statement that there is no immediate right to appeal the suspension. Any appeal must wait until the principal decides whether to recommend an expulsion, and if the principal decides not to recommend an expulsion, a statement that the suspension may be appealed to the Suspension/Expulsion Review Committee, and if the principal decides to recommend an expulsion that the suspension may be addressed at the expulsion hearing.
4. Every effort should be made to include the schoolwork, or online access to schoolwork, with the letter of suspension to the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil) on the day the pupil is suspended if the letter is provided to the pupil to take home. School work should be made available for the adult pupil's designate or the pupil's parent/guardian or designate to pick-up from the school the following school day if the student is not accessing schoolwork via an online platform. It is expected that schoolwork will be provided until such time as the Student Action Plan (SAP) is in place.
5. As outlined in s.300(3) where notice is given to a person it shall be considered to have been received by the person in accordance with the following rules:
 - a. If the notice is sent by mail or another method in which an original document is sent, the notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.
 - b. If the notice is sent by fax or another method of electronic transmission, the notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.

If the activity is a violent incident, such as possession of weapons, physical assault causing serious bodily harm requiring treatment by a medical practitioner, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion or hate motivated occurrences, a Violent Incident Form must be completed and placed in the pupil's Ontario Student Record.

Notifying Parents

The principal who suspends a student who has engaged in any behaviour that resulted in harm to another student shall invite the parents/guardians of the suspended student to discuss the supports that will be provided to their child. Where the student is at least 18 years old or is 16 or 17 and has withdrawn from parental control, the principal shall inform the parent/guardian only with the student's consent.

The principal shall invite the parents/guardians of the student(s) harmed as a result of the serious student incident to discuss the supports provided to their child. Where the student is at least 18 years old or is 16 or 17 and has withdrawn from parental control, the principal shall inform the parent/guardian only with the student's consent.

Alternative Suspension Program

Where a pupil has been suspended pending an investigation to determine whether to recommend an expulsion, the pupil will be assigned an alternative program for pupils subject to lengthy suspension. A pupil cannot be compelled to participate in the alternative program. Should the adult pupil or the pupil's parent/guardian choose not to have the pupil participate in the alternative program, the pupil will be provided with schoolwork consistent with the Ontario curriculum or that pupil's modified and/or alternative curriculum to be completed at home for the duration of the suspension.

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

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

Planning Meeting

For pupils subject to a suspension pending an investigation to determine whether to recommend an expulsion that choose to participate in an alternative program, the principal of the school or designate will hold a planning meeting for the purpose of developing the SAP.

The adult pupil or the pupil's parent/guardian and pupil (where appropriate) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting.

The planning meeting will be scheduled to occur within three (3) school days of the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an alternative program. If the adult pupil or the pupil's parent/guardian are not available to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.

During the planning meeting the principal or designate will review the issues to be addressed in the pupil's SAP.

Student Action Plan (SAP)

A pupil subject to suspension pending an investigation to determine whether to recommend an expulsion will be provided with both academic and non-academic supports, which will be identified in the pupil's Student Action Plan. The Student Action Plan will be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice-principal of the school, guidance counsellor, special education teacher, classroom teacher, CYW and/or social worker.

The principal will make every effort to complete the Student Action Plan within five (5) school days following the adult pupil or the pupil's parent/guardian informing the school that the pupil will participate in an alternative program. This timeline will be communicated to the adult pupil or the pupil's parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.

Once completed, the SAP will be shared with the adult pupil or the pupil's parent/guardian and pupil and all necessary staff to facilitate implementation. A copy of the Student Action Plan will be stored in an appropriate documentation file until such time as it is no longer conducive to the improvement of instruction of the pupil.

The Student Action Plan will identify:

1. The activity for which the pupil was suspended;
2. The progressive discipline steps taken prior to the suspension, if any;
3. Any alternative discipline measures imposed in addition to the suspension;
4. Any other disciplinary issues regarding the pupil that have been identified by the school;
5. Any learning needs or other needs that might have contributed to the underlying activity resulting in discipline;
6. Any program(s) or service(s) that might be provided to address those learning or other needs;
7. The academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
8. Where the pupil has an IEP (Individual Education Plan), information regarding how the

accommodations/modifications of the pupil's academic program will be provided during the period of suspension;

9. The non-academic program and services to be provided to the pupil during the suspension and details regarding how that non-academic program and those services will be accessed;
10. The measurable goals the pupil will be striving to achieve during the period of suspension.

Principal's Investigation

The principal will conduct an investigation promptly following the suspension of the pupil to determine whether to recommend to the Suspension/Expulsion Review Committee that the pupil be expelled. As part of the investigation, the principal will consult with the Superintendent of Education and/or Superintendent Responsible for Student Discipline regarding any issues of process and/or timing for conducting the investigation. This must be completed at the earliest opportunity as well as the substantive decision whether or not to recommend that the pupil be expelled. The Suspension/Expulsion Review Committee must convene within twenty (20) school days from the date of suspension (unless timelines are extended on consent).

Any police investigation will be conducted separately from the principal's inquiry.

As part of the principal's investigation, the principal will:

1. Make all reasonable efforts to speak with the adult pupil or the pupil's parent/guardian and the pupil;
2. Make every reasonable effort to include interviews with witnesses who the principal has reason to believe may have relevant information to the investigation;
3. Make every reasonable effort to interview any witnesses suggested by the pupil, or the pupil's parent/guardian;
4. Consider the mitigating and other factors when determining whether to recommend to the Suspension/Expulsion Review Committee that the pupil be expelled.

Mitigating Factors

The mitigating factors to be considered by the principal before deciding whether to recommend an expulsion are:

1. Whether the pupil has the ability to control their behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of their behaviour;
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. If a pupil does not have the ability to control his/her behaviour and does not understand the foreseeable consequences of his/her behaviour, the principal should consider not suspending the pupil. Alternative discipline and/or other intervention may be considered by the principal in such circumstances.
5. If the pupil does not have the ability to control his or her behaviour and does not understand the foreseeable consequences of his/her behaviour, but poses an unacceptable risk to the safety of others in the school, the principal will consult with his/her Superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure pupil and staff safety.

Other Factors to be Considered

Before deciding whether to recommend an expulsion, the principal will consider whether the following factors mitigate the seriousness of the activity for which the pupil may be or is referred to the Suspension/Expulsion Review Committee on a recommendation for expulsion.

1. The pupil's academic, discipline and personal history;
2. Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
3. Whether the activity for which the pupil might be suspended or expelled was related to any harassment of the pupil because of race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or to related harassment for any other reason;
4. The impact of the discipline on the pupil's ongoing education;
5. The pupil's age;
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.

Consultation

Before making a decision, the principal will make every effort to consult with the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil).

Decision Not to Recommend Expulsion

Following the investigation and consideration of the mitigating and other factors, if the principal decides not to recommend to the Suspension/Expulsion Review Committee that the pupil be expelled, the principal must:

1. Consider whether alternative discipline is appropriate in the circumstances;
2. Confirm the suspension and its duration;
3. Confirm the suspension and shorten its duration and amend the record accordingly; or
4. Withdraw the suspension and expunge the record.

If the principal has decided not to recommend an expulsion of the pupil, the principal will provide written notice of this decision to the adult pupil or the pupil's parent/guardian and pupil. The notice shall include:

1. A statement of the principal's decision not to recommend expulsion to the Suspension/Expulsion Review Committee;
2. A statement indicating whether the suspension has been confirmed, confirmed and shortened, or withdrawn;
3. Unless the suspension was withdrawn, information about the right to appeal the suspension to the Suspension/Expulsion Committee, including:
 - a. A copy of the Board policies and guidelines regarding suspension appeals;
 - b. Contact information for the Superintendent of Education/Superintendent Responsible for Student Discipline;
 - c. A statement that written notice of an intention to appeal must be given within five (5) school days following receipt by the party of notice of the decision not to recommend expulsion; or
 - d. If the length of the suspension has been shortened, notice that the appeal from the shortened length of the suspension.

Recommendation to the Board for an Expulsion Hearing

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

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

1. Prepare a report to be submitted to the Suspension/Expulsion Review Committee and provide the report to the pupil and the pupil's parent/guardian (unless the pupil is an adult pupil) prior to the hearing. The report will include:
 - a. A summary of the findings the principal made in the investigation;
 - b. An analysis of which, if any, mitigating or other factors might be applicable;
 - c. A recommendation of whether the expulsion should be from the school or from all schools of the Board; and
 - d. A recommendation regarding the type of school that would benefit the pupil if the pupil is subject to an expulsion from the school, or the type of program that might benefit the pupil if the pupil is subject to an expulsion from all schools of the Board
2. Inquire with the Superintendent of Education/Superintendent Responsible for Student Discipline as to the date and location of the hearing and provide written notice of the expulsion hearing to the adult pupil or the pupil's parent/guardian and pupil.

The notice shall include:

1. A statement that the pupil is being referred to the Suspension/Expulsion Review Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
2. A copy of the Board's guidelines and rules governing the hearing before the Suspension/Expulsion Review Committee;

3. A copy of the Board Code of Conduct and school Code of Conduct;
4. A copy of the suspension letter;
5. A statement that the pupil and/or his or her parent/guardian has the right to respond to the principal's report in writing;
6. Information about the procedures and possible outcomes of the expulsion hearing, including that:
7. If the Suspension/Expulsion Review Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;
 - a. Parties have the right to make submissions with respect to the suspension;
 - b. Any decision with respect to the suspension is final and cannot be appealed;
 - c. If the pupil is expelled from the school only, they will be assigned to another school;
 - d. If the pupil is expelled from all schools of the Board, they will be assigned to a program for expelled pupils;
 - e. If the pupil is expelled there is a right of appeal to the Child and Family Services Review Board.
8. The name and contact information for the Superintendent of Education/Superintendent Responsible for Student Discipline to discuss any matter respecting the expulsion hearing.

The Superintendent of Education/Superintendent Responsible for Student Discipline will:

1. Submit the principal's report for the Suspension/Expulsion Review Committee

The Superintendent of Education//Superintendent Responsible for Student Discipline:

1. May arrange a meeting with the adult pupil or the pupil's parent/guardian and pupil and the principal, as appropriate.
 - a. If a meeting is arranged, the Superintendent of Education//Superintendent Responsible for Student Discipline will review the Suspension/Expulsion Review Committee process for expulsion hearings, as well as respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process; and
 - b. If a meeting is arranged, during the meeting the Superintendent of Education/Superintendent Responsible for Student Discipline may assist to narrow the issues and identify agreed upon facts.
2. Will ensure that the item is placed on the Suspension/Expulsion Review Committee agenda for the date and time set out on the notice to the adult pupil or the pupil's parent/guardian and co-ordinate the attendance of the Trustees.
3. Will prepare a package of documents for the Suspension/Expulsion Review Committee, which will include at least the following components:
 - a. A copy of the Principal's Report; and
 - b. A copy of the notice of expulsion sent to the adult pupil or pupil's parent/guardian.
4. Will confirm with the adult pupil or the pupil's parent/guardian the date and location of the expulsion hearing and a copy of the package to go to the Suspension/Expulsion Review Committee.

Hearing Before the Suspension/Expulsion Review Committee

If the principal recommends expulsion, the Suspension/Expulsion Review Committee shall hold a hearing.

Parties before the Suspension/Expulsion Review Committee will be:

1. The principal; and
2. The adult pupil or the pupil's parent/guardian.

If a pupil is not a party, they have the right to be present at the expulsion hearing and to make submissions on their own behalf. The Suspension/Expulsion Review Committee may grant a person with daily care authority to make submissions on behalf of the pupil.

The hearing will be conducted in accordance with the rules of the Suspension/Expulsion Review Committee and the guideline for Expulsion Hearings:

1. The Suspension/Expulsion Review Committee shall consider oral and written submissions, if any, of all parties;
2. The Suspension/Expulsion Review Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion;
3. The Suspension/Expulsion Review Committee shall solicit and consider the views of all parties with respect

- to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn;
and
4. Such other matters as the Suspension/Expulsion Review Committee considers appropriate.

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

1. The mitigating and other factors:
 - a. Whether the pupil has the ability to control their behaviour;
 - b. Whether the pupil has the ability to understand the foreseeable consequences of their behaviour
 - c. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;

Other Factors

- d. The pupil's academic, discipline and personal history;
 - e. Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
 - f. Whether the activity for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or to related harassment for any other reason;
 - g. The impact of the discipline on the pupil's prospects for further education;
 - h. The pupil's age;
 - i. Where the pupil has an IEP or disability related needs:
 - i. Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - ii. Whether appropriate individualized accommodation has been provided; and
 - iii. Whether an expulsion is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether an expulsion is likely to result in a greater likelihood of further inappropriate conduct; and
 - j. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
2. The submissions and views of the parties.
 3. Any written response to the principal's report provided before the completion of the hearing; and
 4. Such matters as the Suspension/Expulsion Review Committee considers appropriate.

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

No Expulsion

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

1. Confirm the suspension and its duration;
2. Confirm the suspension and shorten its duration and amend the record accordingly;
3. Quash the suspension and expunge the record such that no record of the suspension remains in the Ontario Student Record; or

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

Expulsion

In the event the Suspension/Expulsion Review Committee decides to impose an expulsion on the pupil, the Suspension/Expulsion Review Committee must decide whether to impose a Board expulsion or a school expulsion. In determining the type of the expulsion, the Suspension/Expulsion Review Committee shall consider the following

factors:

1. The mitigating and other factors:
 - a. Whether the pupil has the ability to control their behaviour;
 - b. Whether the pupil has the ability to understand the foreseeable consequences of their behaviour;
 - c. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school;

Other Factors:

 - d. The pupil's academic, discipline and personal history;
 - e. Whether progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
 - f. Whether the activity for which the pupil might be disciplined was related to any harassment of the pupil because of race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or to related harassment for any other reason;
 - g. The impact of the discipline on the pupil's prospects for further education;
 - h. The pupil's age;
 - i. Where the pupil has an IEP or disability related needs,
 - i. Whether the behaviour causing the incident was a manifestation of the pupil's disability;
 - ii. Whether appropriate individualized accommodation has been provided; and
 - iii. Whether a school or Board expulsion is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether it is likely to result in a greater likelihood of further inappropriate conduct; and
 - j. Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
2. The submissions and views of the parties.
3. Any written response to the principal's report provided before the completion of the hearing; and
4. Such other matters as the Suspension/Expulsion Review Committee considers appropriate.

Where the Suspension/Expulsion Review Committee decides to impose a school expulsion, then the pupil must be assigned to another school. Where the Suspension/Expulsion Review Committee decides to impose a Board expulsion, then the pupil must be assigned to a program for expelled pupils.

The Suspension/Expulsion Review Committee must promptly provide written notice of the decision to expel the pupil to all parties, and the pupil, if they were not a party. The written notice shall include:

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

Once the principal of alternative programs has received notice that a pupil has been expelled, they must create an SAP in a manner consistent with the Board's policy and procedures for programs for expelled pupils. An expelled pupil is a pupil of the Board, even where they attend a program for expelled pupils at another school of the Board, unless they do not attend the program or register at another school board.

Re-entry Requirements Following an Expulsion

A pupil who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once they have successfully completed a program for expelled pupils and has satisfied the objectives required for completion of the program, as determined by a person who provides the program. The Board shall re-admit the pupil and inform the pupil in writing of the re-admission.

A pupil who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which s/he was expelled.

1. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;
2. The pupil will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;

3. The pupil will be required to sign a Declaration of Performance form provided by the Board;
4. The Board, in its sole discretion, may determine that a different school than the one from which the pupil was expelled is a more appropriate placement for the pupil.

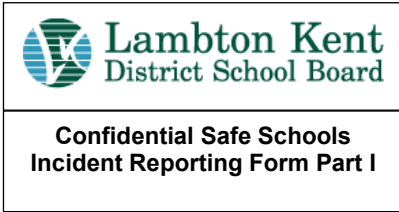
Appeal of Board Decision to Expel

The adult pupil or the pupil's parent/guardian may appeal a Board decision to expel the pupil to the Child and Family Services Review Board. The Child and Family Services Review Board is designated to hear and determine appeals of school Board decisions to expel pupils. The decision of the Child and Family Services Review Board is final.

SUBJECT: SCHOOL TRANSFERS RELATED TO STUDENT SAFETY

In certain situations, it may be deemed necessary for a student to be transferred to another school to preserve the safety or well-being of another. These decisions are to be reached by the principal in consultation with the appropriate supervisory officer(s) and must give due consideration to the student and parent/guardians' need to be informed as part of the process. It is preferable that the student who has been harmed not be the one to transfer unless circumstances suggest otherwise

APPENDIX A - LKDSB SAFE SCHOOLS INCIDENT REPORTING FORM – Part I



School Name:		Report No.:	
Students Involved:			
Date (YYYY-MM-DD):		Time:	

Location of Incident	<input type="checkbox"/> In the school or on school property: Please specify: _____	<input type="checkbox"/> At a school-related activity: Please specify: _____
	<input type="checkbox"/> On a school bus: Route #: _____	<input type="checkbox"/> Other: Please specify: _____
Type of incident (Check all that apply)	Activities for which suspension must be considered (Education Act, 3016(1))	
	<input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person; <input type="checkbox"/> Possessing alcohol, illegal and/or restricted drugs, or unless the pupil is a medical cannabis user, cannabis; <input type="checkbox"/> Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis; <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority; <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school or board property or to property located on the premises of the pupil's school; <input type="checkbox"/> Bullying; <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school; <input type="checkbox"/> Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; or <input type="checkbox"/> Any act considered by the principal to be contrary to the Board or school Code of Conduct.	
Type of incident (Check all that apply)	Activities for which expulsion must be considered (Education Act, 310(1))	
	<input type="checkbox"/> Possessing a weapon, including possessing a firearm; <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person; <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner; <input type="checkbox"/> Committing sexual assault; <input type="checkbox"/> Trafficking in weapons, illegal and/or restricted drugs; <input type="checkbox"/> Committing robbery; <input type="checkbox"/> Giving alcohol or cannabis to a minor; <input type="checkbox"/> Bullying, if i. the pupil has previously been suspended for engaging in bullying, and ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person; <input type="checkbox"/> Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor; <input type="checkbox"/> An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others; <input type="checkbox"/> 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; <input type="checkbox"/> Activities engaged in by the pupil on or off school property that cause 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; <input type="checkbox"/> Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.	
Reported by:	Name: _____ Signature: _____	
	Email: _____ Phone number: _____	
	Date (YYYY-MM-DD): _____	

For Principal's Use Only: _____ Check if violent incident as per PPM 120

Information is collected under the authority Part XIII of the *Education Act* in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* and shall be used for the purpose of student discipline. Questions about the information collected on this form shall be directed to the school principal.

Revised: September 2024

APPENDIX B – LKDSB SAFE SCHOOLS INCIDENT REPORTING FORM – Part II



**Confidential Safe Schools
Incident Reporting Form Part II**

Report No.:

Report Submitted By (Name):

Date Report Submitted (YYYY-MM-DD):

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

_____ **Investigation completed:**

_____ Principal to communicate results to the teacher at a mutually convenient time*

_____ Principal to communicate results to other board employee at a mutually convenient time, as appropriate*

_____ **Investigation in process:**

_____ Once investigation is completed, Principal to communicate results to the teacher at a mutually convenient time*

_____ Once investigation is completed, Principal to communicate results to other board employee at a mutually convenient time, as appropriate*

Name of Principal: _____

Signature: _____

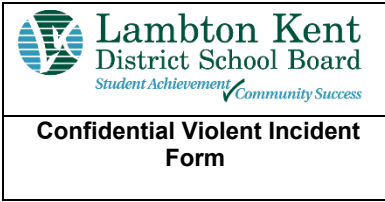
Date (YYYY-MM-DD): _____

Note: Only Part II is to be given to the person who submitted the report.

*In accordance with s300.2 of the *Education Act*, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Educational Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

Revised: September 2024

APPENDIX C – LKDSB VIOLENT INCIDENT FORM



Name of School:	School Year:
Name of Student:	O.E.N.:
D.O.B. (YYYY-MM-DD):	Time:

A. DESCRIPTION OF VIOLENT INCIDENT

As per PPM 120 the term violent incident is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following. Please check one or more categories below which are applicable to the incident.

- | | |
|---|---|
| <input type="checkbox"/> Possessing a weapon, including possessing a firearm | <input type="checkbox"/> Extortion |
| <input type="checkbox"/> Physical assault causing bodily harm requiring medical attention | <input type="checkbox"/> Hate and/or bias-motivated occurrences |
| <input type="checkbox"/> Sexual assault | <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person |
| <input type="checkbox"/> Robbery | |

Written description of the violent incident:

B. POLICE CONTACT

Date of contact (YYYY-MM-DD):	Date of police investigation at school (YYYY-MM-DD):	Name of officer/incident number:

C. CHILDREN’S AID SOCIETY CONTACT

Date of contact (YYYY-MM-DD):	Contact/response date of CAS (YYYY-MM-DD):	Name of contact:

D. SYSTEM COORDINATOR – SAFE SCHOOLS CONTACT

Date of contact (YYYY-MM-DD):	Date of system coordinator investigation (YYYY-MM-DD):	File number:

E. SCHOOL/BOARD RESPONSE

Suspension (Y/N):	Expulsion (Y/N):	Other (Y/N):
Date of inclusion in OSR (YYYY-MM-DD):	Principal/designate signature:	

REMOVAL OF INFORMATION FROM OSR:

As perm PPM 145, the form and documentation must be kept in the OSR for a minimum of one year. If the principal has identified the incident as violent and if the student engaged in the incident is a student of the school, the reporting form must be retained in that student's OSR for:

- one year, if the student's suspension was quashed or withdrawn and the record of suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period
- three years, if the student was suspended for the violent incident
- five years, if the student was expelled for the violent incident

For non-violent incidents, if no further action is taken by the principal, the principal is not required to retain the report.

ADDITIONAL COMMENTS:

Revised: September 2024

APPENDIX D - LKDSB DELEGATION OF AUTHORITY – VICE-PRINCIPAL



Teacher Name:	
School:	
Principal:	Date:

Dates Applicable - This delegation of authority applies to the following dates:

Date:	Date
Date:	Date:
Date:	Date:

Contact Information - Administrative support is available to you:

Principal:	Cell #:
Vice-Principal:	Cell #:
Area Superintendent:	Cell #:
Alternate Superintendent:	Cell #:
Sarnia Education Centre: Switchboard	Phone #: 519-336-1500

Specific Responsibilities (Safe Schools):

1. Receiving reports from Board employees and transportation providers about serious incidents for which suspensions or a recommendation to expel might be made and communicating this information to the school principal or senior administrator at the earliest opportunity;
2. Ensuring that in dealing with all situations related to student conduct, including the above, that the most important consideration is the safety of those involved;
3. Conducting an initial assessment as to the nature of an incident and consulting with the school principal or senior administrator as appropriate, to determine whether or not the incident is one for which a suspension or expulsion might be imposed;
4. In a situation where the vice-principal decides unilaterally that a suspension is appropriate, that the maximum number of school days to be assigned is 5;
5. After consultation with the school principal, or senior administrator, providing limited information to a parent / guardian of a pupil about an incident causing the pupil harm, unless:
 - a. the pupil is an adult pupil (18+ years of age; or 16 / 17 years of age and withdrawn from parental control);
 - b. you are of the opinion that reporting the information to the parent / guardian might put the pupil at risk of harm and not be in the pupil's best interest. (The information provided to parents must be limited to the nature of the harm to the student and the nature of the activity that lead to the harm. Do not discuss disciplinary measures).
6. Implementing progressive discipline measures as appropriate following the investigation of an incident that is unlikely to lead to suspension or expulsion as a consequence;
7. Contacting the police in an emergency; and
8. Contacting the police in accordance with the Police/School Board Protocol.

Other responsibilities as agreed upon:

School staff notified by:

Name:	Date (YYYY-MM-DD):
-------	--------------------

Authority must be exercised in accordance with the Education Act, Board policies and procedures. Authority with respect to these matters shall cease upon the return to the school of the site administrator, or other administrator acting on their behalf.

Acknowledgements:

Prepared by (Principal):

Received by (Vice-Principal):

Revised: September 2024

APPENDIX E - LKDSB DELEGATION OF AUTHORITY – TEACHER



Teacher Name:	
School:	
Principal:	Date:

Delegation of Authority:
 Section 300.1(1)(b) of the Education Act allows for a principal’s authority to be delegated in their absence, and the absence of a vice-principal, to a teacher subject to the information that follows.

Dates Applicable - This delegation of authority applies to the following dates:

Date:	Date
Date:	Date:
Date:	Date:

Contact Information - Administrative support is available to you:

Principal:	Cell #:
Vice-Principal:	Cell #:
Area Superintendent:	Cell #:
Alternate Superintendent:	Cell #:
Sarnia Education Centre: Switchboard	Phone #: 519-336-1500

- Specific Responsibilities (Safe Schools):**
1. Receiving reports from Board employees and transportation providers about serious incidents for which suspensions or a recommendation to expel might be made and communicating this information to the school principal or senior administrator at the earliest opportunity;
 2. Ensuring that in dealing with all situations related to student conduct, including the above, that the most important consideration is the safety of those involved;
 3. Conducting an initial assessment as to the nature of an incident and consulting with the school principal or senior administrator as appropriate, to determine whether or not the incident is one for which a suspension or expulsion might be imposed;
 4. In a situation where the vice-principal decides unilaterally that a suspension is appropriate, that the maximum number of school days to be assigned is 5;
 5. After consultation with the school principal, or senior administrator, providing limited information to a parent / guardian of a pupil about an incident causing the pupil harm, unless:
 - c. the pupil is an adult pupil (18+ years of age; or 16 / 17 years of age and withdrawn from parental control);
 - d. you are of the opinion that reporting the information to the parent / guardian might put the pupil at risk of harm and not be in the pupil’s best interest. (The information provided to parents must be limited to the nature of the harm to the student and the nature of the activity that lead to the harm. Do not discuss disciplinary measures).
 6. Implementing progressive discipline measures as appropriate following the investigation of an incident that is unlikely to lead to suspension or expulsion as a consequence;
 7. Contacting the police in an emergency; and
 8. Contacting the police in accordance with the Police/School Board Protocol.

Other responsibilities as agreed upon:

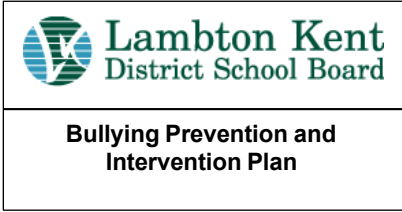
School staff notified by:	
Name:	Date (YYYY-MM-DD):

Authority must be exercised in accordance with the *Education Act*, Board policies and procedures. Authority with respect to these matters shall cease upon the return to the school of the site administrator, or other administrator acting on their behalf.

Acknowledgements:
Prepared by (Principal):
Received by (Vice-Principal):

Revised: September 2024

APPENDIX F – LKDSB – BULLYING PREVENTION AND INTERVENTION PLAN 2024-2025



LKDSB schools are a place where everyone – children, students, staff, parents and the community – feels welcome, safe and respected. A safe, inclusive, and accepting school environment is essential for student well-being and achievement.

Policy Statement

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

Ministry of Education of Ontario, PPM 144 (Nov 2021)

Definition of Bullying:	
<p>Bullying means aggressive and typically repeated behaviour by a pupil where:</p> <ol style="list-style-type: none"> a. The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of: <ol style="list-style-type: none"> i. Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or ii. Creating a negative environment at a school for another individual, and b. The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identify, gender expression, race, disability or the receipt of special education; (“intimidation”) <p>For the purposes of the definition of “bullying” in subsection (1), bullying includes the use of any physical, verbal, electronic, written or other means.</p>	<p>Cyber Bullying For the purposes of the definition of “bullying” in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including:</p> <ol style="list-style-type: none"> a. Creating a web page or a blog in which the creator assumes the identity of another person; b. Impersonating another person as the author of content or messages posted on the internet; and c. Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals. <p>Subsection 1(1) of the Education Act RSO 1990</p>

What the data tells us – School climate survey and other data:

As part of the ongoing monitoring and evaluation process, school boards conduct school climate surveys of students and parents every two years. Our board data indicates the following:

[School Climate Survey](#)

The board uses this aggregate data to align supports for schools related to equity, inclusivity and bullying prevention. Safe school teams use the school-based results to establish a safe schools goal each year as part of the school's School Improvement Plan.

Roles and responsibilities of the school community:

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

Reporting bullying behaviour:

Procedures are in place that allow students and parents to report bullying incidents as well as procedures that outline the requirements for staff to report bullying in accordance with the regulation.

- Bullying reports may be made directly to the teacher, principal or vice-principal
- Reports may be made anonymously through the school website and/or through the bullying hotline; these are received by the principal or designate.
- Staff must report serious student incidents so that appropriate actions may be taken to address the incident and protect the student. Staff should follow reporting procedures outlined in this document.

Interventions and supports:

Support for the person who has been harmed, the person(s) who has caused harm and the person who has witnessed harm may include:

- Program modifications or accommodations
- Positive encouragement and reinforcement
- Individual or peer counselling through school social worker/site clinician
- Mediation through Safe Schools team and/or designate
- Conflict resolution/dispute resolution
- Restorative justice and repair practices
- Mentorship programs
- Promotion of healthy student relationships
- Safety and/or support plans
- School, board and community support programs
- Student success strategies

When responding to unacceptable behaviour, each person is considered as an individual and consequences for unacceptable behaviour are carefully considered. Consequences may include, **but are not limited to:**

- Contact with parent/guardian;
- Specific re-education in addition to consequences is recommended (e.g. anger management sessions, social skills courses, behaviour modification programs, programs designed to increase empathy and reduce aggressive behaviour);
- Counselling;
- Request for intervention by outside agencies;
- Alternate learning space;
- Behaviour contract;
- Restitution;
- Discussion re: behaviour expectations;
- Alternative activity for the bully in place of recess, event, activity;
- Suspension/expulsion
- Police involvement

Communication:

The Bullying Prevention and Intervention plan will be shared with staff, parents, and community members via:

- LKDSB and school websites
- School council, students and staff at the beginning of each year
- The LKDSB Bullying Prevention and Intervention plan will be reviewed every two (2) years by:
 - Special Education Advisory Committee
 - Diversity, Equity, Inclusion and Justice department
 - Parent Involvement Committee

Monitoring and review:

As part of the continuous improvement model, the Bullying Prevention and Intervention plan will be monitored regularly through:

- Anonymous school climate surveys conducted every two (2) years
- Collecting and analyzing data from Safe Schools Incident Reporting forms
- Collecting and analyzing data on the nature of the violent incidents
- Reviewing suspension data

Revised: September 2024

APPENDIX G – Mandatory Suspension Letter

Date
Adult Pupil/Parent/Guardian Name
Address

Re: Suspension of Student Name, DOB: YYYY-MM-DD, OEN: #, from Name of School

Dear Parent/Guardian:

STUDENT NAME has been suspended from NAME OF SCHOOL and from engaging in all school related activities from DATES OF SUSPENSION inclusive, i.e. # school days. This suspension applies to all school buildings, grounds, school buses, school functions, activities, and trips. This suspension is imposed in accordance with the Education Act, the Board's Safe Schools policy as well as the NAME OF SCHOOL Code of Conduct.

The reason for the suspension is: INPUT REASON FOR SUSPENSION [reference applicable activit(ies) under the Act and describe incident with particulars].

STUDENT NAME is eligible for an alternative program for students suspended from school. This alternative program will provide an opportunity for continued academic work and may support self-management skills to assist with the re-entry to school.

Please confirm STUDENTS NAME participation in the alternative program at your earliest opportunity by contacting the school. As soon as notice of STUDENTS NAME participation is received, confirmation will be shared with the placement.

At this date, an investigation is still being conducted to determine whether or not to recommend expulsion to the Suspension/Expulsion Review Committee. An expulsion may be from NAME OF SCHOOL or from all schools of the Board. You will be informed of the result of the investigation in writing. There is no immediate right to appeal the suspension. If the decision is made not to recommend expulsion, you will be notified that the suspension may be appealed to the Suspension/Expulsion Review Committee of the Board of Trustees. If the decision is made to recommend expulsion, the suspension may be addressed at the expulsion hearing.

A copy of the Safe Schools policy and regulation, which includes the process for suspension appeal, is attached. Complete copies of the documents including process for suspension appeal are available at <http://www.lkdsb.net>.

Sincerely,

PRINCIPALS NAME

Principal

Cc: Teacher(s) of pupil

Family of Schools Area Superintendent
Superintendent – Safe Schools

APPENDIX H – Discretionary Suspension Letter

Date
Adult Pupil/Parent/Guardian Name
Address

Re: Suspension of Student Name, DOB: YYYY-MM-DD, OEN: #, from Name of School

Dear Parent/Guardian

Dear PARENT/GUARDIAN NAME:

STUDENT NAME has been suspended from SCHOOL and from engaging in all school related activities from DATE to DATE inclusive, i.e. # of school days. This suspension applies to all school buildings, grounds, school buses, school functions, activities, and trips. This suspension is imposed in accordance with the Education Act, the Board's Safe Schools policy as well as the SCHOOL Code of Conduct.

The reason for the suspension is: REASON FOR THE SUSPENSION [reference applicable activity/ies and describe incident with particulars]

STUDENT NAME is eligible for an alternative program for students suspended from school. This alternative program will provide an opportunity for continued academic work and may support self-management skills to assist with the re-entry to school. Please confirm STUDENT NAME's participation in the alternative program at your earliest opportunity by contacting the school.

STUDENT NAME may return to school on DATE at TIME and must report to the office upon returning to school. To provide for ongoing academic involvement, schoolwork will be made available (fill in how to access programming).

Should you wish to appeal this suspension, you must provide written notice of your intention to appeal to the Family of Schools Superintendent within 10 school days of the commencement of the suspension date. Please be aware that an appeal does not stay the suspension.

A copy of the Safe Schools policy and regulation, which includes the process for suspension appeal, is attached. Complete copies of the documents including process for suspension appeal are available at <http://www.lkdsb.net>.

Sincerely,

PRINCIPALS NAME
Principal
Cc: Teacher(s) of pupil
Family of Schools Area Superintendent
Superintendent – Safe Schools

APPENDIX I – Expulsion Not Recommended Letter

Date
Adult Pupil/Parent/Guardian Name
Address

Re: Suspension of Student Name, DOB: YYYY-MM-DD, OEN: #, from Name of School

Dear Parent/Guardian

Dear PARENT/GUARDIAN NAME:

As per section 311 of the Education Act, I am informing you of my determination regarding the possible expulsion of STUDENT NAME. I have decided not to recommend to the Suspension/Expulsion Review Committee that STUDENT NAME be expelled for ACTIVITY THAT RESULTED IN THE SUSPENSION.

This is your written notice, under subsection (5), that the suspension for ACTIVITY THAT RESULTED IN THE SUSPENSION for NUMBER OF DAYS has been confirmed for this duration.

OR

This is your written notice, under subsection (5), that the suspension for ACTIVITY THAT RESULTED IN THE SUSPENSION for NUMBER OF DAYS has been reduced to NEW NUMBER OF DAYS.

Should you wish to appeal this suspension, you must provide written notice of your intention to appeal to the Area Superintendent within 5 school days of the receipt of this written notice.

As a suspension appeal results in an automatic review of the suspension, the Area Superintendent will be in contact with you to further discuss the process. Please be aware that an appeal does not stay the suspension. If the suspension has been reduced in length, the appeal is from the reduced suspension.

A copy of the Safe Schools policy and regulation, which includes the process for suspension appeal, is attached. Complete copies of the documents including process for suspension appeal are available at <http://www.lkdsb.net>.

OR

This is your written notice, under subsection (5), that the suspension for ACTIVITY THAT RESULTED IN THE SUSPENSION for NUMBER OF DAYS has been withdrawn and the record expunged.

Sincerely,

PRINCIPALS NAME

Principal

Cc: Teacher(s) of pupil

Family of Schools Area Superintendent

Superintendent – Safe Schools

APPENDIX J – Expulsion Recommended Letter

Date
Adult Pupil/Parent/Guardian Name
Address

Re: Suspension of Student Name, DOB: YYYY-MM-DD, OEN: #, from Name of School

Dear Parent/Guardian

Dear PARENT/GUARDIAN NAME:

As per section 311.1 of the Education Act, I am informing you of my determination regarding the possible expulsion of STUDENT NAME. I have determined that STUDENT NAME will be subject to an expulsion hearing for ACTIVITY THAT RESULTED IN THE SUSPENSION.

This is your written notice, under subsection (9), that the expulsion hearing will take place on DATE at TIME at LOCATION.

You have been provided the Lambton Kent District School Board policies and guidelines governing the expulsion hearing as well as the Principals' report for the expulsion and a copy of the suspension letter. You have the right to respond to the Principals' report in writing. You have the right to make submissions with respect to whether NAME OF STUDENT should be expelled, and if expelled, whether he/she should be expelled from NAME OF SCHOOL or from all schools of the Board and if not expelled, make submissions with respect to the suspension to the committee.

Possible outcomes of Suspension/Expulsion Review Committee hearing include:

1. Suspension/Expulsion Review Committee expels STUDENT NAME from SCHOOL. STUDENT NAME will be assigned to another school.
2. Suspension/Expulsion Review Committee does not expel STUDENT NAME but will either confirm, confirm and shorten or withdraw the suspension.
3. Decision with respect to the suspension by the Committee is final.
4. If STUDENT NAME is expelled, there is a right to appeal to the Child and Family Services Review Board.

You may bring legal counsel to represent you before the Suspension/Expulsion Review Committee. If you intend to bring legal counsel, please provide the Superintendent of Safe Schools with notice no later than X days before the hearing.

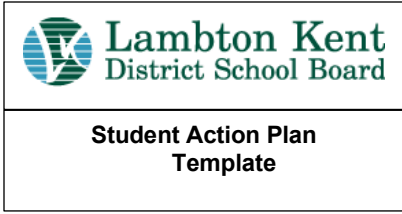
Please note that the Suspension/Expulsion Review Committee will wait for thirty (30) minutes for your arrival at the hearing and, should you fail to attend, the Suspension/Expulsion Review Committee may proceed in your absence.

If you require further information, contact Gary Girardi, Superintendent of Safe Schools at the Lambton Kent District School Board, 519-336-1500.

Sincerely,

PRINCIPALS NAME
Principal

APPENDIX K – Student Action Plan Template



Student Name: _____

D.O.B. (YYYY-MM-DD): _____

School: _____

Grade: _____

Please check one:

Suspension

Expulsion

Reason for suspension/expulsion:

Dates of suspension/expulsion (YYYY-MM-DD to YYYY-MM-DD):

Date of SAP completion (within 5 days if possible) (YYYY-MM-DD):

Date of entry into alternative program (YYYY-MM-DD):

Progressive Disciplinary Actions:

- Oral reminders/review of expectations
- Written work assignment with learning component
- Withdrawal of privileges
- Restitution/volunteer
- Suspension
- Involvement of police services
- Other: _____

- Contact with parent(s)/guardian(s)
- Detentions
- Withdrawal from class
- Referral to counselling
- Transfer with support
- Involvement of Children’s Aid Society

Alternative Disciplinary Measures (restorative justice, community service or other):

Learning needs or other needs that may have been contributing factors to the infraction:

Academic Program

Elementary students will continue to work toward meeting the expectations of their current program.

Secondary course credits:

1. _____

2. _____

3. _____

4. _____

Notes:

--

Does the student have an Individual Education Plan (IEP)?

Yes

No

If yes, attach a copy to this plan.

It is expected that the elements of the IEP will be incorporated into the student’s academic program, for the duration of the alternate placement.

Non-Academic Support Details (counselling/other interventions):

Targeted Outcomes

- Successful completion of the academic program
- Successful participation in non-academic aspects of the program
- Successful completion of alternative disciplinary expectations
- Ongoing demonstration of:
 - Respect for self and others
 - Diligent work habits
 - Co-operation with staff

Other: _____

Parent/Guardian Signature

Principal Signature

Date (YYYY-MM-DD)

Date (YYYY-MM-DD)