

<i>Rainy River District School Board</i>	SECTION 4 <i>Students</i>
SAFE SCHOOLS	4.16

POLICY

The Rainy River District School Board will actively support all members of the school community in creating safe, inclusive, respectful, and accepting learning, teaching and work environments in which each member can reach his or her full potential.

RATIONALE

The Rainy River District School Board believes that all members of the school learning community have the right to be safe and to feel safe, included, respected and accepted within their school community. With this right comes the responsibility to contribute to a positive school climate, one in which all members of the school community actively promote positive behaviours and interactions.

IMPLEMENTATION

As per Rainy River District School Board Code of Conduct, Procedure 4.30 Student Discipline, Procedure 4.05 Bullying Prevention and Intervention:

These procedures might include issues described in Ministry of Education Policy/Program Memoranda as matters of policy. Any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of Education materials and sufficient for the purposes of implementing the requirements of Ministry of Education Policy/Program Memoranda.

The Safe Schools Policy is divided into the following sections:

- 1.0 Rainy River District School Board Code of Conduct
- 2.0 Bullying Prevention and Intervention
- 3.0 Progressive Discipline
- 4.0 Exclusion
- 5.0 Suspension and Expulsion

GUIDELINES

1.0 Rainy River District School Board Code of Conduct

- 1.1 The Rainy River District School Board is committed to building positive relationships and working with all to support a positive school climate, which includes its school buildings and grounds, the people in it and the way they interact, the material resources, and the extensions of this environment that are necessary for the delivery of the program (e.g., field trips, school buses) and extracurricular activities.

- 1.2 The Rainy River District School Board Code of Conduct (Appendix A) sets clear standards of behaviour to promote a positive school climate, that are firm and fair, and these standards of behaviour apply not only to students but also to all individuals involved in the school system whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.
- 1.3 The Rainy River District School Board Code of Conduct shall be reviewed every three years and shall:
 - Include the standards stated in the Provincial Code of Conduct;
 - Set out standards of behaviour for all members of the school community;
 - Link locally developed standards to the relevant provincial standards and indicate where and/or when these standards will apply;
 - Seek input from school councils, the Parent Involvement Committee, the Special Education Advisory Committee, the First Nation, Métis, Inuit Education Advisory Committee, parents, students, staff members, and the school community.
- 1.4 At the beginning of the school year and throughout the year, as appropriate, the Board shall take steps to bring the Code of Conduct to the attention of students, staff, parents/guardians and others who may be present in its schools.
- 1.5 All staff shall participate in:
 - a regular review of the school Code of Conduct;
 - information opportunities related to the application of Board and school policies and procedures in a fair and consistent manner, including progressive discipline;
 - professional development that supports their roles in creating a positive school climate, including progressive discipline, bullying prevention and intervention.

2.0 Bullying Prevention and Intervention

- 2.1 A positive school climate is essential for student success. The Board recognizes that bullying adversely affects the school climate and a student's ability to learn.

Bullying shall not be tolerated on school property, at school-related activities, on school buses, or in any other circumstances where engaging in bullying will have an impact on the school climate.

- 2.2 The Board shall maintain a Bullying Prevention and Intervention Plan (Appendix B) and the Board shall review the Plan every two years, soliciting the views of students, staff, parents/guardians, school councils, advisory committees, and community members.
- 2.3 Programs that promote a positive school climate and support the progressive discipline continuum shall be developed and established by engaging the whole school community and its partners through the Board's Bullying Prevention and Intervention Plan.

The Board will provide programs, interventions, and supports for students who:

- have been bullied,
- have witnessed incidents of bullying,
- have engaged in bullying, and

must outline a process for parents/guardians to follow if they are not satisfied with the supports that their children receive.

- 2.4 The Rainy River District School Board's Bullying Prevention and Intervention Plan shall include procedures to allow students, parents/guardians, and other persons to report bullying incidents safely and in a way that will minimize the possibility of reprisal.
- 2.5 Schools shall establish Safe School Committees. An existing school committee (i.e., school council) can assume this role or create a subcommittee for this role.
- 2.6 Every school shall develop, with the Safe School Committee, an annual Bullying Prevention and Intervention Plan as part of the School Improvement Plan and in accordance with the Board's Bullying Prevention and Intervention Plan. This annual plan shall be clearly communicated to staff, students, parents, and the school community.
- 2.7 Schools, with the support of their Safe School Committees, shall administer school climate surveys every two years to students, staff and parents. The results of the surveys will inform the development of the school-wide bullying prevention and intervention plans.
- 2.8 Schools must support students regarding bullying issues, and must outline to parents/guardians what they will do to support these students. However, communication with the student's parent/guardian shall not take place in circumstances where to do so would put the student at risk of harm and would not be in the student's best interests.
- 2.9 The prevention of bullying behaviours, the development of healthy relationships, and a positive school climate can be achieved through direct instruction, by including bullying prevention strategies, and by highlighting equity and inclusive education principles in daily classroom and school activities.

Other prevention strategies include, but are not limited to:

- Early identification of student needs;
- Early exposure for students to appropriate social skills;
- The promotion of healthy relationships and making good choices;
- Opportunities for all students and staff to participate in bullying prevention and intervention presentations and training;
- Opportunities for all students to participate in leadership initiatives within the school and the Board, including support for students who want to establish and lead activities or organizations that promote a safe, respectful, inclusive and accepting learning environment. Information on specific examples of student leadership opportunities are available at each school.

- Opportunities for activities that stress co-operation and positive attitudes.
- 2.10 The Board shall provide curriculum-linked training strategies on bullying prevention and intervention to all educators, and provide other school staff and adults who have significant contact with students such as school bus operators and volunteers, the resources and support to intervene when bullying occurs.
- 2.11 All Board staff shall model appropriate interaction and conflict resolution, prevent violence, and call upon the support of others, within both the school and the community, including appropriate community agencies.
- 2.12 Every staff member, or individual who works directly with students on a regular basis, including transportation providers and third party service providers (e.g., day care providers), shall respond immediately and appropriately to any incidents of bullying, provided that there is no immediate risk of physical harm to any staff member or any individual.
- 2.13 Incidents of bullying about which a staff member, transportation provider or third party service provider (e.g., day care providers) becomes aware of must be reported in writing to the principal or designate at the earliest and safe opportunity and no later than the end of the school day or transportation run.

3.0 Progressive Discipline

- 3.1 Schools should utilize a range of interventions and supports that include learning opportunities for reinforcing positive behaviour while helping students to make good choices. The range of interventions and supports must be clear and developmentally appropriate.

Positive behaviour management practices include:

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

These practices will be fair and focus on teaching students about appropriate behaviours while maintaining their self-respect.

- 3.2 The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Board supports the use of progressive discipline consequences, appropriate action taken to address behaviours that are contrary to provincial, Board, and school codes of conduct.
- 3.3 Consequences should be applied within a progressive discipline framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. In circumstances where a student will receive a consequence for their behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the *Education Act* and regulations and PPM 145, will be applied, if appropriate.
- 3.4 Progressive discipline may include early and/or on-going intervention strategies, such as:
- Communication and meetings with the student's parent(s)/guardian(s);
 - Oral reminders;
 - Review of expectations;
 - Written work assignment with a learning component;
 - Volunteer service to the school community;
 - Peer mentoring;
 - Referral to counselling;
 - Conflict mediation and resolution; and/or
 - Consultation.
- 3.5 Progressive discipline may also include a range of interventions, supports and consequences, with a focus on improving behaviour, such as one or more of the following:
- Meeting with the student's parent(s)/guardian(s), student and principal;
 - Referral to a community agency for anger management or substance abuse counselling/intervention;
 - Detentions;
 - Withdrawal of privileges;
 - Withdrawal from class;
 - Restitution for damages;
 - Restorative practices; and/or
 - Transfer.
- 3.6 The use of Restorative Practices as a component of progressive discipline is a means of building relationships, strengthening school communities, and maintaining safe, inclusive, respectful, and accepting school cultures.
- 3.7 When addressing inappropriate behaviour, school staff should consider the particular student and circumstances, including any mitigating and other factors as required by the *Education Act* and as set out in Ontario Regulation 472/07 and the Student Discipline procedures.
- 3.8 For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP).

Schools shall review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is provided with appropriate accommodation.

4.0 Exclusion

- 4.1 A student shall not be excluded from the school as a disciplinary measure pursuant to section 265(1)(m) of the *Education Act*.

When a principal decides that it is necessary to exclude a student from the school, they shall notify the student's parent(s)/guardian(s) of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).

5.0 Suspension and Expulsion

- 5.1 The Board supports the use of suspension as outlined in Section 306 of the *Education Act* where a student has committed one or more of the infractions, while at school, at a school-related activity, or in other circumstances where engaging in the infraction will have an impact on the school climate.

- 5.2 The infractions for which a Section 306 suspension may be imposed by the principal include:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol, illegal and/or restricted drugs;
- Being under the influence of alcohol, and/or illegal/or restricted drugs;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
- Bullying;
- Any other activity that is an activity for which a principal may consider a Section 306 suspension under a policy of the Board, being:
 - Harassment (unwelcome and offensive conduct related to gender, gender orientation, gender identity, race, colour, ethnic or place of origin, ancestry, citizenship, disability, age, religion or creed, record of offences, sexual orientation, or marital or family status);
 - Fighting;
 - Persistent opposition and/or disrespect to authority.
 - An act considered by the principal to be injurious to the moral tone of the school and/or to the physical or mental well-being of others;
 - An act considered by the principal to be a violation of the requirements for student behaviour and/or a breach of the Board or school Code of Conduct.

- 5.3 Any such infractions about which a staff member or third party provider becomes aware shall be reported, using the Safe Schools Incident Reporting Form, to the principal or designate in accordance with Board Student Discipline Procedure 4.30.
- 5.4 A student may be suspended only once for an infraction. The suspension for the infraction will be for a minimum of one (1) school day to a maximum of twenty (20) school days.
- 5.5 A principal who suspends a student under Section 306 of the *Education Act* shall make all reasonable efforts to inform the student's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the student is at least 18 years old, or is 16 or 17 and has withdrawn from parental control. A suspension letter will also be provided to the parent/guardian or the student.
- 5.6 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.
- 5.7 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.
- 5.8 Before imposing a suspension, the principal, must consider any mitigating and other factors and their application for the purpose of mitigating the discipline to be imposed on the student. The mitigating factors to be considered by the principal are:
- Whether the student has the ability to control their behaviour;
 - Whether the student has the ability to understand the foreseeable consequences of their behaviour; and
 - Whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.
- 5.9 Other factors to be considered:
- The student's history (for example, academic, and personal history);
 - Whether a progressive discipline approach has been used with the student;
 - Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of their race, ethnic origin, religion, disability, gender or gender identity, sexual orientation or to any other harassment;
 - How the suspension or expulsion would affect the student's ongoing education;
 - The age of the student;
 - In the case of a student for whom an Individual Education Plan (IEP) has been developed:

- Whether the behaviour was a manifestation of a disability identified in the student's IEP;
- Whether appropriate individualized accommodation has been provided; and
- Whether a suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

5.10 Appeal of Suspension

Where a student's parent/guardian or the student, if 18 or older or 16 or 17 and has removed themselves from parental control, disagrees with the decision of a principal to suspend the student that student's parent/guardian or the student, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the student, in accordance with the Board's Student Discipline Procedures and Suspension Appeal Guidelines.

Appeals do not stay the suspension. A person, who is entitled to appeal, must give written notice of intent to the Superintendent of Education, as identified in the suspension letter, within ten (10) school days of the commencement of the suspension. The notice must identify the reason for the appeal, the remedy sought, and the names and relationships of all persons to be present at the appeal.

5.11 The Director of Education or designate shall have the procedural powers and duties outlined in the Student Discipline Procedure.

5.12 Suspension Pending Possible Recommendation for Expulsion

A principal shall suspend a student for up to 20 school days and consider that student for a possible expulsion from the student's school or from all schools of the Board, if the principal believes that the student 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:

- Possessing a weapon.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in illegal and/or restricted drugs.
- Committing robbery.
- Giving alcohol and/or illegal and/or restricted drugs to a minor.
- Bullying, if,
 - the student has previously been suspended for engaging in bullying and
 - the student's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any activity for which a student may be suspended under section 306 of the *Education Act* (listed in 5.2) , that is motivated by bias, prejudice or hate based on race,

nationality or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

- Any other activity that, under a policy of a board, is an activity for which a principal must suspend a student and conduct an investigation to determine whether to recommend to the Board that the student be expelled, being:
 - 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;
 - An act considered by the principal to be a serious violation of the requirements for student behavior and/or a serious breach of the Board or school Code of Conduct.

5.13 Principal Investigation

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

5.14 The *Education Act* and regulations requires the principal to consider mitigating and other factors (outlined in sections 5.8 and 5.9), in determining the length of the suspension pending investigation and in determining whether to recommend an expulsion from the school or from all schools of the Board.

5.15 If, on concluding the investigation, the principal decides not to recommend to the Board that the student be expelled, the principal shall do one of the following:

- Confirm the suspension and the duration of the suspension.
- Confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly.
- Withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.

5.16 Board Discipline Committee

The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of suspensions and recommendations for expulsion. The Discipline Committee shall have the powers as set out in the *Education Act* and shall conduct meetings and hearings in accordance with the Board's policies and procedures.

5.17 Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Student Discipline Procedure, specifically, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

5.18 The Discipline Committee must consider the mitigating and other factors when deciding:

- whether to expel the student;
- what type of expulsion to impose; or
- alternatively, if the student is not expelled, the appropriateness of the suspension originally imposed.

Definitions:

Bullying means aggressive and typically repeated behaviour including the use of any physical, verbal, electronic, written or other means, by a student where,

- a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,
 - 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 student 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.

For the purposes of defining bullying, "...bullying includes bullying by electronic means (commonly known as cyber-bullying), including, but not limited to:

- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet;
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals." (Education Act, s. 1(1.0.0.2)

Gender Identity is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation.

Gender expression is how a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.

Harassment means a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known, to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination." Grounds of discrimination include race, sex, sexual orientation, gender, gender identity or expression, religion, disability or other ground. Harassment includes sexual harassment, including unwelcome physical contact, or inappropriate staring, rough and vulgar humor, bragging about sexual prowess or discussions about sexual activity, demands for dates or

sexual favors, display of sexually offensive pictures, graffiti or other materials including by electronic means. (Ontario Human Rights Commission, *A Policy Primer: Guide to developing human rights policies and procedures* (2013) pp. 13-14.)

Mitigating Factors are circumstances that would lessen the responsibility of an individual for assuming the consequences of their actions and therefore lessen the severity of the disciplinary consequences flowing therefrom. They are of an explanatory or contributory nature which helps to understand the “interaction between students and the environment – or influences in the environment that may cause appropriate or inappropriate behaviour” (*Caring and Safe Schools in Ontario*).

Progressive Discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours.

Restorative Practice is an overall approach where conflict and tensions are managed by repairing harm and strengthening relationships as a way of building school community. It focuses on repairing the harm caused by offending behaviour while holding the offender accountable for their actions. It provides an opportunity for the parties directly affected by such behaviour – the victim(s), the offender(s), and community – to express how they are affected and to identify and address their needs that result from the offending behaviour. Overall, Restorative Practice seeks a resolution that affords reparation, healing and reintegration, while preventing future harm. Interventions occur along a continuum of restorative practices.

Weapons is any article or thing designed as a weapon or that is used or intended to be used for the purpose of threatening, intimidating or injuring a person. All firearms, including replica firearms and imitation firearms, are always considered weapons.

A **Whole-School Approach**, which involves all members of the school community, is important in supporting efforts to ensure that schools are safe, inclusive, respectful, and accepting. Programs and activities that focus on the building of healthy relationships, a safe, inclusive, respectful, and accepting learning environment, character development, and positive peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive strategies and programs are the basis for creating a positive school climate.

<u>CROSS REFERENCE</u>	<u>Date Approved</u> June 6, 2017	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
Policy 2.12 Access to School Premises		<i>Education Act, Part XIII, 301(2)</i>
Policy 2.65 School Code of Conduct	<u>Board Motion</u> 348	<i>Ontario Regulation 472/07</i> <i>Ontario Human Rights Code</i>
Policy 2.67 Equity and Inclusive Education		<i>The Child and Family Services Act</i>
Procedure 7.17 Playground Safety	<u>Review Prior to</u> 2018	<i>Trespass to Property Act</i> <i>Youth Criminal Justice Act</i>
Policy 4.18 Safe Arrival Plan		Ministry of Education Policy/Program Memoranda:
Procedure 4.30 Student Discipline		119 – Equity & Inclusion 128 – Code of Conduct
Policy 7.10 Transportation		141 – Students on Long-Term Suspensions
Police and School Board Response Protocol		142 – School Program for Expelled Students
Threat/Risk Assessment Protocol		145 – Progressive Discipline <i>Education Amendment Act</i>
The Provision of Agency Services on School Board Property Protocol		<i>(Progressive Discipline and School Safety), 2007:</i>
		<i>Regulation 472/07 – Suspension and Expulsion of a Pupil</i>
		<i>Regulation 474/00 Access to School Premises</i>
		<i>Caring and Safe Schools in Ontario</i>
		<i>Ontario Human Rights Commission, A Policy Primer: Guide to developing human rights policies and procedures (2013)</i>



RAINY RIVER DISTRICT SCHOOL BOARD CODE OF CONDUCT

The Rainy River District School Board Code of Conduct sets clear standards of behavior. A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that supports academic achievement for all students.

Code of Conduct Guidelines

- All members involved in the Rainy River District school system—students, parents or guardians, volunteers, teachers and other staff members, community partners—are included in this Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities or in other circumstances that could have an impact on the school climate.
- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- All members of the school community promote the safety of people in the schools.
- All members of the school community discourage the use of alcohol and illegal and/or restricted drugs.
- All members of a school community maintain an environment where conflict and difference can be addressed in a non-violent manner characterized by respect and civility.
- All members work together to prevent bullying in schools.

Roles and Responsibilities

The Rainy River District School Board will provide direction to its schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of the Rainy River District School Board to:

- develop policies and procedures that set out how its schools will implement and enforce the Provincial Code of Conduct and all other rules related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- review the Rainy River District School Board Code of Conduct regularly -and seek input from school councils, the Parent Involvement Committee, the Special Education Advisory Committee, the First Nation, Métis, Inuit Education Advisory Committee, parents, students,

- staff members, and the school community;
- establish a process that clearly communicates the Rainy River District School Board Code of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
 - ensure effective intervention strategies and responses to all infractions related to the standards for respect, civility, responsible citizenship and physical safety are implemented;
 - provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;
 - wherever possible, collaborate to provide coordinated prevention and intervention programs and services, and endeavor to share effective practices.

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

- demonstrating care for the school community and a commitment to academic excellence and a safe, inclusive and accepting teaching and learning environment;
- holding everyone under their authority accountable for their behavior and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- ensuring notification to parents of students who are involved in serious student incidents (e.g., bullying, fighting, drug or alcohol possession or use, use or possession of weapons, vandalism).

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

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behavior for all students;
- demonstrate respect for all students, staff, parents, volunteers and other members of the school community;
- prepare students for the full responsibilities of citizenship;
- ensure timely, sensitive, and supportive response to incidents that may have a negative impact on school climate (i.e., bullying, harassment).

To ensure the safety of students, all staff and third-party providers of the Rainy River District School Board are required to report serious incidents (e.g., bullying, harassment, fighting, drug or alcohol possession or use, use or possession of weapons, vandalism) involving students to the school principal.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for all students, staff, parents, volunteers, and other members of the school community and for the responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;

- shows proper care and regard for themselves, for others, and for those in authority, and for others' property;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for their own actions;
- shows proper care and regard for school property;
- takes on leadership roles within the classroom, the school, and/or the community.

Students demonstrate commitment to the learning process by coming to class prepared to learn and by contributing to a safe, accepting, respectful and inclusive climate for learning and working.

When using electronic resources students must demonstrate appropriate online conduct/manners and refrain from improper/unethical use of technology, including computer hacking and cyber-bullying. Inappropriate Internet and technology use includes all forms of violence, threats and harassment directed at staff members, students or any member of the school community. This applies to school, work and home Internet use.

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, respectful, and accepting learning environments for all students. Parents fulfill this responsibility when they:

- show an active interest and involvement in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat and appropriately dressed (e.g., no inappropriate apparel such as logos, sayings and/or pictures that address/display sexual content, substance abuse, violence, profanity, inappropriate references to nationality, race or gender; weather appropriate);
- ensure that their child is prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Provincial Code of Conduct, the Board's Code of Conduct, and school rules;
- encourage and assist their child in following the rules of behavior;
- assist school staff in dealing with disciplinary issues involving their child;
- promptly report incidents of bullying to the school.

Police and Community Members are essential partners in making our schools and communities safer:

- Community members need to support and respect the rules of their local schools.
- Police investigate incidents in accordance with the protocol developed with the school board. These protocols are based on the provincial model.
- Community partners are resources that the Rainy River District School Board values in providing and assisting with prevention and intervention programs. In providing this support, community partners shall promptly report incidents of bullying to the school.

Standards of Behavior

Respect, Civility, and Responsible Citizenship

All members of the Rainy River District School Board community must:

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

Safety

All members of the Rainy River District School Board community must **not**:

- be in possession of any weapon
- use any object to threaten or intimidate another person;
- cause injury to any person with an object.
- inflict or encourage others to inflict bodily harm on another person;
- commit sexual assault;
- traffic in weapons or illegal and/or restricted drugs;
- give alcohol to a minor;
- commit robbery;
- engage in hate propaganda and other forms of behavior motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal and/or restricted drugs.

Bullying

All members of the Rainy River District School Board community must not bully. Bullying means aggressive and typically repeated behavior including the use of any physical, verbal, electronic, written or other means, by a member, where

- the behavior is intended by the person to have the effect of, or the member ought to know that the behavior would be likely to have the effect of,
 - 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
 - Creating a negative environment at a school for another individual, and
- the behavior occurs in a context where there is a real or perceived power imbalance between the member 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.

All members of the Rainy River District School Board community must not bully by electronic means including creating a web page or a blog in which the creator assumes the identity of another person; impersonating another person as the author of content or messages posted on the internet; and communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Consequences

Any student who demonstrates behavior inconsistent with Rainy River District School Board policy or the school Code of Conduct may receive a range of age and developmentally appropriate interventions, supports and consequences, which may include restorative practice, direct skill development, counseling, loss of privileges, detention, making restitution, suspension from school or expulsion from any school or all schools in the Rainy River District School Board.

Activities Leading to Possible Suspension

A principal shall consider whether to suspend a student if they believe that the student 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 a negative impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol, illegal and/or restricted drugs;
- Being under the influence of alcohol, and/or illegal/or restricted drugs;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
- Bullying;
- Any other activity that is an activity for which a principal may consider a Section 306 suspension under a policy of the Board, being:

- o Harassment (unwelcome and offensive conduct related to gender, gender orientation, gender identity, race, color, ethnic or place of origin, ancestry, citizenship, disability, age, religion or creed, record of offences, sexual orientation, or marital or family status);
- o Fighting;
- o Persistent opposition and/or disrespect to authority.
- o An act considered by the principal to be injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- o An act considered by the principal to be a violation of the requirements for student behaviour and/or a breach of the Board or school Code of Conduct.

Activities Leading to Suspension and/or Possible Expulsion

A principal shall suspend a student and consider the student for possible expulsion, if the principal believes that the student 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:

- Possessing a weapon,
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in illegal and/or restricted drugs.
- Committing robbery.
- Giving alcohol and/or illegal and/or restricted drugs to a minor.
- Bullying, if,
 - o the student has previously been suspended for engaging in bullying and
 - o the student's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any activity for which a student may be suspended under section 306 of the *Education Act* (listed in 5.2) , that is motivated by bias, prejudice or hate based on race, nationality or ethnic origin, language, color, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
- Any other activity that, under a policy of a board, is an activity for which a principal must suspend a student and conduct an investigation to determine whether to recommend to the Board that the student be expelled, being:
 - o 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;
 - o An act considered by the principal to be a serious violation of the requirements for student behavior and/or a serious breach of the Board or school Code of Conduct.

Appendix B



**RAINY RIVER DISTRICT SCHOOL BOARD
BULLYING PREVENTION AND INTERVENTION PLAN**

The Rainy River District School Board recognizes the importance of ensuring a safe, inclusive and accepting school environment. We believe the most effective means to address bullying is through a comprehensive, school-wide approach that engages all stakeholders – students, parents, guardians, staff, School Councils, volunteers and the community.

The purpose of the Bullying Prevention and Intervention Plan is to develop, in consultation with our stakeholders, a long-term, school-wide approach to bullying prevention and intervention for all schools. The plan will be reviewed at least every two years with input from stakeholders.

The Rainy River District School Board also believes a successful bullying prevention and intervention plan is based on consistent, research-approved best practices. We will consider local needs (geographical, cultural and demographics), and availability of supports when developing and reviewing this plan.

This Bullying Prevention and Intervention Plan is based on, and reflects the requirements of the Ministry of Education’s Model Bullying Prevention and Intervention Plan, released January 29, 2013.

Rainy River District School Board schools will take the following steps when revising our plan:

- review school climate surveys to identify concerns;
- identify best practices and evidence-based programs currently used at the Board;
- consider what other evidence-based practices may help address concerns; and
- identify key partners in bullying initiatives as well as potential community partners.

Every school is required to implement the Board’s Bullying Prevention and Intervention Plan, and must comply with the relevant policies and procedures.

BULLYING PREVENTION

A positive learning environment will help to reduce possible bullying, harassment, and discrimination incidents. Schools will take the following steps to strengthen prevention measures:

- Establish and Communicate Policies and Procedures
- Review Code of Conduct
- Build a Positive School Climate
- Support Equity and Inclusive Education Strategies
- Align with Mental Health Strategic Plan

- Develop Healthy Relationships
- Provide Education and Awareness
- Offer Training Opportunities and Resources
- Develop and Practice Skills
- Integrate Curriculum Connections
- Encourage Student Engagement
- Utilize Character Development Initiatives
- Coordinate Student Leadership Opportunities
- Develop Peer Mentors
- Encourage Community Connections and Partnerships
- Develop a Pre- And Post-Evaluation Strategy (school climate surveys and other relevant information)
- Implement School Bullying Prevention and Intervention Plan (BPIP)

BULLYING INTERVENTION

Bullying Intervention will consist of procedures leading to:

- a) Reporting and Responding to Incidents
- b) Providing Support and Follow Up Actions

Effective interventions require effective and on-going communication between students, staff, parents and community.

<u>Report & Respond</u>	<u>Support</u>	<u>Follow Up</u>
<ul style="list-style-type: none">• Tell a Trusted Adult in the School• Tell a Parent• Tell a Friend• Report Anonymously• Report Online• Report by Parents to School• Respond and Report by Staff• Response by Administrator• Communication by Administrator to Parents• Use Strategies for Handling Inappropriate Behavior	<ul style="list-style-type: none">• Develop Safety Plans• Utilize Progressive Discipline• Involve Student Success• Provide Counselling• Encourage Parental Involvement• Include Restorative Approaches• Incorporate Peer Mediation• Provide System-Wide Safe Schools Support	<ul style="list-style-type: none">• Revisit Safety Plan• Monitor Student who has been Bullied• Monitor Student who has Bullied• Monitor Student who has Witnessed Bullying• Monitor and Review School BPIP• Collect and Review Data• Celebrate Successes