



## MEMORANDUM

Date: March 6, 2024  
File Code: M04

**To:**

System Planning Team  
Elementary and Secondary Principals  
Student Senate  
Special Education Advisory Committee  
Audit Committee  
First Nation, Métis, and Inuit Education Advisory Committee  
Parent Involvement Committee

Nancy Mapledoram-Councillor, ETFO  
John Gibson, OSSTF & OSSTF-OT  
Jackie Dupuis-Brandli, ETFO-ESP  
Carla Lampi, ETFO-OT  
Lori Caul, CUPE  
School Council Chairs

**From:** Policy Committee  
**cc:** Trustees  
**Subject:** Stakeholder Input – Board Policy

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On March 5, 2024, the Board approved the following policies for stakeholder consultation:

- 4.16 Safe Schools
- 7.85 Student Safety

Input received will be considered by the Policy Committee. The policies may be presented to the Board for approval at the Board Meeting of April 2, 2024. Upon approval, the policies will be posted to the website.

Please review the attached document and submit written comments to the attention of the Chair of the Policy Committee **by Monday, March 25, 2024**.

**Via Mail:**

c/o Marni McDonald, Office of the Director  
Rainy River District School Board  
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Fort Frances, ON | P9A 1N4

**Via Email**

[marni.mcdonald@rrdsb.com](mailto:marni.mcdonald@rrdsb.com)

If responding by email, please indicate “Policy Review Input” in the subject line.

**Via the Website:**

[Policy Feedback Portal](#)

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

## **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~~ **their** 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 4.18 Principal Designate/Teacher-in-Charge***, ***Procedure 4.30 Student Discipline***, ~~and~~ ***Procedure 4.31 Bullying Prevention, and Intervention***, ***Procedure 4.17 School Code of Conduct***, ***Procedure 4.82 Exclusion of Students***, and ***guidelines***.

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.

## **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.
- 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, within virtual learning environments, 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 Progressive Discipline

- 2.1 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.

- 2.2 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.
- 2.3 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.

- 2.4 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
- 2.5 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
- 2.6 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.
- 2.7 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 **Procedure 4.30** the Student Discipline procedures.
- 2.8 For students with special education needs, ~~the interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP).~~ **The interventions, supports and consequences for students with special education needs must be consistent with the expectations in the student's Individual Education Plan (IEP).**
- 2.9** 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.
- 3.0 Exclusion**
- 3.1 A student shall not be excluded from the school as a disciplinary measure pursuant to section 265(1)(m) of the *Education Act*.

**3.2** 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) of the *Education Act*.

#### 4.0 Suspension

4.1 The Board supports the use of suspension as outlined in Section 306 of the *Education Act* where a student **in Grades 4-12** 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.

**A student in Junior Kindergarten, Kindergarten or Grade 1, 2 or 3 shall not be suspended under section 306 of the *Education Act* for engaging in an activity described in subsection 306(1) as listed below in 4.2.**

- 4.2 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, or cannabis, unless the student is prescribed medical cannabis,
  - Being under the influence of alcohol, and/or illegal or restricted drugs, or cannabis, unless the student is prescribed medical cannabis,
  - Swearing at a teacher or at another person in a position of authority,
  - Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school,
  - Bullying, if the student is in Grades 4 to 12;
  - Other activities for which a principal may consider a Section 306 suspension under a policy of the Board, are:
    - 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.
- 4.3 Activities under s. 306 of the *Education Act* involving students from Junior Kindergarten to Grade 3 should be addressed with the appropriate positive behaviour supports in the school setting.

~~Principals must suspend students in Junior Kindergarten to Grade 3 for incidents of bullying if: their continuing presence in the school creates an unacceptable risk to the safety of another person 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 (for example, socio-economic status, appearance)~~

The principal may only suspend a student in Junior Kindergarten to Grade 3 under section 310 of the [Education Act](#) for engaging in bullying if they have conducted an investigation with respect to the allegations.

- 4.4 Any such infractions about of 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.
- 4.5 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.
- 4.6 A principal who suspends a student under Section 306 of the *Education Act* shall make all reasonable efforts to inform the student's parent/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.
- 4.7 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.
- 4.8 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.
- 4.9 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.
- 4.10 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.

## 5.0 Appeal of Suspension

- 5.1 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 **Procedure 4.30** ~~the Board's Student Discipline Procedures~~ and Suspension Appeal Guidelines.
- 5.2 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.
- 5.3 The Director of Education or designate shall have the procedural powers and duties outlined in **Procedure 4.30** ~~the Student Discipline Procedure~~.

## 6.0 Suspension Pending Possible Recommendation for Expulsion

- 6.1 A principal shall suspend a student for up to **twenty** (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, including, but not limited to firearms
  - 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 **and**/or in illegal ~~and~~/or restricted drugs
  - Committing robbery
  - Giving alcohol, cannabis, and/or illegal ~~and~~/or restricted drugs to a minor
  - Bullying, if
    - **the student has previously been suspended for engaging in bullying (for students in Grade 4-12), 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 5.2-4.2~~) 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.
- 6.2 Other activities 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, are:
- 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.
- Sex trafficking.

**6.3 Notwithstanding, the principal shall not suspend a student in Junior Kindergarten, Kindergarten or Grade 1, 2, or 3 for engaging in an activity set out under s. 310 of the *Education Act* and noted below, unless the principal has conducted an investigation with respect to the allegations.**

**Also, the condition of a previous suspension for bullying does not apply in respect of a suspension under section 310 of the *Education Act* for a student in Junior Kindergarten to Grade 3.**

~~6.4 Under the *Education Act*, principals must suspend a student between Grades 4 to 12 for bullying and, after an investigation, consider referring that student for expulsion if 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.~~

- ~~▪ 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.~~

## 7.0 Principal Investigation

- 7.1 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 *Ontario Human Rights Code* and as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the **Procedure 4.30 Board's Student Discipline Procedure**.
- 7.2 The *Education Act* and regulations requires the principal to consider mitigating and other factors (outlined in sections 4.8 and 4.9), 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.
- 7.3 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.

## 8.0 Board Discipline Committee

- 8.1 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.



- 8.2 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 **Procedure 4.30** the Student Discipline Procedure, specifically, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.
- 8.3 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.

**Cyber-bullying** is bullying by electronic means, including, but not limited to:

- creating a profile, 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 to more than one individual or posting material on a website that may be accessed by one or more individuals
- digital gaming
- communication applications including social media platforms

**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.~~)

**A Person Who Is Prescribed Medical Cannabis** means a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law or in accordance with a court order.

**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*~~).

**Personal Mobile Device** refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cell phone or a tablet.

**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.

**School Climate** involves all members of the school community and exists within school buildings and on school grounds. The school climate is impacted by the material resources and extends to include virtual learning environments, field trips, school buses, before- and after-school programs, and extracurricular activities, as well as other circumstances.

**Sex-Trafficking** is a form of sexual exploitation and is a crime under the *criminal Code of Canada*. It includes recruiting, harbouring, transporting, obtaining, or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception.

**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>Approved</u>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
<p><b>Policies:</b></p> <ul style="list-style-type: none"> <li>▪ 2.12 Access to School Premises</li> <li>▪ 2.67 Equity and Inclusive Education</li> <li>▪ 4.31 Bullying Prevention and Intervention</li> </ul> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>▪ 4.30 Student Discipline</li> <li>▪ 4.31 Bullying Prevention and Intervention</li> <li>▪ <b>4.18 Principal Designate/Teacher-in-Charge</b></li> <li>▪ <b>4.17 School Code of Conduct</b></li> <li>▪ <b>4.82 Exclusion of Students</b></li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>▪ Joint Transportation Policy</li> <li>▪ Police and School Board Response Protocol</li> <li>▪ Threat/Risk Assessment Protocol</li> <li>▪ The Provision of Agency Services on School Board Property Protocol</li> <li>▪ Anti-Sex Trafficking Protocol</li> </ul>	<p><del>May 3, 2022</del></p> <p><u>Board Motion</u> 270</p> <p><u>Review Prior to</u> <b>2027</b></p>	<p><i>Education Act, Part XIII, 301(2)</i></p> <p><i>Ontario Regulation 472/07</i> <i>Ontario Human Rights Code</i> <i>The Child and Family Services Act</i> <i>Trespass to Property Act</i> <i>Youth Criminal Justice Act</i> <i>Smoke-Free Ontario Act 2017</i> <i>Cannabis Act 2017</i></p> <p>Ministry of Education Policy/Program Memoranda: 119 – Equity &amp; Inclusion 128 – Code of Conduct 141 – Students on Long-Term Suspensions 142 – School Program for Expelled Students 145 – Progressive Discipline</p> <p><i>Education Amendment Act (Progressive Discipline and School Safety), 2007: Regulation 472/07 – Suspension and Expulsion of a Pupil</i></p> <p><i>Regulation 474/00 Access to School Premises</i></p> <p><i>Regulation 440/20 Suspension of Elementary School Pupils</i></p> <p><i>Caring and Safe Schools in Ontario</i></p> <p><i>Ontario Human Rights Commission, A Policy Primer: Guide to developing human rights policies and procedures (2013)</i></p>



## 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, Early Childhood Educators, teachers and other staff members, school bus drivers, 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, in before-and-after school programs 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 and, cannabis, except by a person who is prescribed medical cannabis.
- 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 promote student achievement and well-being and to ensure 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.

- develop 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 promote student achievement and well-being in a safe, inclusive, and accepting learning 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 student achievement and well-being and a safe, inclusive, and accepting learning environment.
- holding everyone under their authority accountable for their own 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 a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behavior. As role models, staff uphold 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 the 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 students:

- come to school prepared, on time and ready to learn.
- shows proper care and regard for themselves, for others, and for those in positions of authority, and for others' property.
- refrain from bringing anything to school that may compromise the safety of others.
- follows the established rules and take responsibility for their own actions.

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:

- are engaged in their child's schoolwork and progress.
- communicate regularly with the school.
- help their child be appropriately dressed.
- 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.

Community-based service providers are resources that the Board can use to deliver prevention or intervention programs.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the Board.

## **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, creed, sex, religion, gender, gender identity, gender expression, sexual orientation, age, marital status, family status 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
- ensure that personal electronic devices are only used during instructional time for educational and other permitted purposes (i.e., for health and medical purposes and/or to support special education needs)
- 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 or cannabis 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, alcohol, cannabis (unless the individual has been prescribed medical cannabis), and illegal and/or restricted drugs
- provide others with alcohol, illegal drugs, or cannabis

## **Bullying**

All members of the Rainy River District School Board community must not bully. Bullying or cyberbullying 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, or cannabis, unless the student is prescribed medical cannabis
- Being under the influence of alcohol, and/or illegal/or restricted drugs or, cannabis, unless the student is prescribed medical cannabis
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
- Bullying by any means
- ~~Other activities~~ Any other activity that for which a principal may consider a Section 306 suspension under a policy of the Board, are:
  - 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)
  - 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

### 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, including, but not limited to firearms
- 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 or cannabis, 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 others
- Any activity for which a student may be suspended under section 306 of the *Education Act*, 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



- Other activities for which a principal must suspend a student and conduct an investigation to consider whether to recommend to the Board that the student be expelled, are:
  - 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
  - Sex-trafficking

<i><b>Rainy River District School Board</b></i>	<del><b>SECTION 7</b></del> <i>Health and Safety</i> <b>SECTION 5</b> <i>Curriculum and Instruction</i>
<b>STUDENT SAFETY</b>	<del><b>7.85</b></del> <b>5.90</b>

## **POLICY**

The Rainy River District School Board will create and promote a culture of safety mindedness to maintain a ~~healthy~~ and safe environment for all students.

## **RATIONALE**

The Board has the duty to provide safe ~~and healthy~~ learning environments as student safety and well-being is a priority.

## **IMPLEMENTATION**

~~See Cross Reference and all Board policies and procedures related to student safety and well-being.~~

As per Procedure 5.70 Co-operative Education, Procedure ~~7.01~~ **5.91** Safety in Technology Classrooms, Procedure ~~7.87~~ **5.92** Safety in the Arts Classrooms, Procedure ~~7.88~~ **5.93** Safety in Secondary Health and Physical Education Classrooms, Procedure ~~7.89~~ **5.94** Safety in Elementary Health and Physical Education Classrooms and Activities, Procedure ~~7.90~~ **5.95** Safety in Foods and Nutrition Classrooms, Procedure ~~7.91~~ **5.96** Safety in Science Classrooms, and the following guidelines.

## **GUIDELINES**

- 1.1 Principals are accountable for the ~~health and safety~~ **and well-being** of students under their care ensuring that:
  - Employees are in compliance with established safe work practices and procedures;
  - Employees receive training to support a safe ~~and healthy~~ environment within classrooms and throughout the school;
  - Machinery and equipment used by ~~educators~~ **employees** and students are regularly inspected and properly maintained.
  
- 1.2 Teachers and support staff will take every reasonable precaution to ensure that all learning environments and student activities are safe. Teachers shall assess the level of risk any activity poses, including whether the activity is appropriate given the number of students, their relative abilities and ages.
  
- 1.3 In order to minimize risk and maintain safety, principals and teachers shall:

- keep up-to-date with current Board policies and procedures and Ministry of Education directives and legislation related to safe and healthy school environments;
- communicate the expectations and supports for student safety to parents/guardians;
- explicitly teach and model health and safety practices, as per the Ontario Curriculum;
- identify the resources necessary for safety, including First Aid resources and protective equipment;
- provide students with the necessary training, knowledge and skills to safely undertake an activity, including the regular review and monitoring of safety procedures with students.
- respond safely to injuries or other incidents;
- stop unsafe activities and report unsafe conditions;
- know students' needs (e.g., physical, medical, educational);

1.4 ~~Supervisory officers, principals and teachers will work with stakeholders to support a healthy and safe learning environment for students.~~

**Definitions:**

**Learning Environments** include 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.

For the purposes of this policy an **Employee** shall include all parties employed by, or contracted by the Board, as well as third-party employees, cooperative education students training within the RRDSB, and volunteers.

<u>CROSS REFERENCE</u>	<u>Date Approved</u> <del>December 2020</del>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
Policy 2.67 Equity and Inclusive Education		
Policy 4.16 Safe Schools	<u>Board Motion</u>	<ul style="list-style-type: none"> <li>▪ Ontario Elementary Curriculum Gr. 1-8</li> </ul>
Procedure 4.74 Student Concussion Protocol	140	<ul style="list-style-type: none"> <li>▪ Ontario Secondary Curriculum Gr. 9-12</li> </ul>
Policy and Procedure 5.10 Field Trips	<u>Review Prior To</u>	<ul style="list-style-type: none"> <li>▪ Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010</li> </ul>
Procedure 5.70 Co-operative Education	2025	<ul style="list-style-type: none"> <li>▪ Ontario Regulation 298 The Operation of Schools</li> </ul>
Policy 7.00 Occupational Health and Safety		<ul style="list-style-type: none"> <li>▪ <del>Emergency Management and Civil Protection Act</del></li> </ul>
Procedure <del>7.01</del> <b>5.91</b> Safety in Technology Classrooms		<ul style="list-style-type: none"> <li>▪ <del>Reopening Ontario (A Flexible Response to COVID-19) Act 2020</del></li> </ul>
Procedure <del>7.18</del> Extreme Weather		<ul style="list-style-type: none"> <li>▪ <del>Health Protection and Promotion Act</del></li> </ul>
Procedure <del>7.52</del> COVID-19 General Operating Procedure		<ul style="list-style-type: none"> <li>▪ Ontario Ministry of Education: Operational guidance: COVID-19 management in schools</li> </ul>
Procedure <del>7.58</del> Mandatory Use of Masks or Face Coverings		<ul style="list-style-type: none"> <li>▪ Ministry of Education: Guide to reopening Ontario's schools</li> </ul>
Procedure <del>7.87</del> <b>5.92</b> Safety in the Arts Classrooms		<ul style="list-style-type: none"> <li>▪ Occupational Health and Safety Act</li> <li>▪ The Ontario Curriculum Grades 1-8 and the Kindergarten Program,</li> </ul>

<p>Procedure <del>7.88</del> <b>5.93</b> Safety in Secondary Health and Physical Education Classrooms</p> <p>Procedure <b>5.94</b> Safety in Elementary Health and Physical Education Classrooms and Activities</p> <p>Procedure <del>7.90</del> <b>5.95</b> Safety in Foods and Nutrition Classrooms</p> <p>Procedure <del>7.91</del> <b>5.96</b> Safety in Science Classrooms</p> <p>Policy 4.11 Supporting Students with Prevalent Medical Conditions</p> <p><b>RRDSB Code of Conduct</b></p>		<p><i>Health and Safety Scope and Sequence of Expectations (2017)</i></p> <ul style="list-style-type: none"> <li>▪ <i>The Ontario Curriculum Grades 9-12, Health and Safety Scope and Sequence of Expectations (2017)</i></li> <li>▪ <del>Ministry of Education</del></li> <li>▪ <del>Policy/Program Memoranda:</del> <ul style="list-style-type: none"> <li>• <del>119 Developing &amp; Implementing Equity &amp; Inclusive Education in Ontario Schools</del></li> <li>• <del>128 Code of Conduct</del></li> <li>• <del>141 Students on Long Term Suspensions</del></li> <li>• <del>142 School Program for Expelled Students</del></li> <li>• <del>145 Progressive Discipline</del></li> </ul> </li> </ul>
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