



## OP-6021 CODE OF CONDUCT

**Approval Date: 2022**

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### 1. Purpose

Trillium Lakelands District School Board believes that a safe, caring, and inclusive, working and learning environment is essential for all members of the school community. We believe that an approach that respects the dignity and diversity of all peoples and groups, will help build and foster a school culture and climate that is safe, conducive to learning, and free from discrimination, physical and/or psychological abuse. This Code of Conduct procedure provides the guiding principles, standards of behaviour, mitigating factors, preventative measures, and consequences related to generating and maintaining a positive, safe, caring and inclusive environment.

### 2. References and Related Documents

#### Internal

- [HR 4520 Safe Schools: Responding to Student Violence Towards Staff](#)
- [HR 4028 Incident/Accident/Injury Reporting and Investigation](#)
- [OP 6540 Lockdown Emergency Response](#)
- [BU 3036 Appropriate Use of Information/Communication Technology and Technology Services](#)
- [HR 4011 & HR 4031 Ontario Human Rights Code – Prevention and Resolution of Employee Discrimination and Harassment](#)
- [OP 6520 Emergency Preparedness – Schools and Worksites](#)
- [OP 6551 Physical Intervention Guidelines for Responding to Injurious and Self Injurious Behaviour of Students](#)
- [OP 6215 Bullying Prevention and Intervention](#)
- [ES 5023 Community Partnerships for Services in Schools](#)
- [OP 6010 & OP 6011 Anti-Sex Trafficking Policy & Procedure](#)
- [BU 3020 & BU 3021 Cyber Security Policy & Procedure](#)
- [Police/School Board Protocol 2016](#)
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#### External

- [The Education Act, RSO 1990](#)
- [Bill 13 Accepting Schools Act](#)
- [Bill 212 An Act to amend the Education Act in respect of behaviour, discipline and safety](#)
- [Bill 157 An Act to amend the Education Act \(Keeping our Kids Safe at School\)](#)
- [Bill 174 Cannabis, Smoke-Free and Road Safety Statute Law Amendment Act 2017](#)

- [PPM 120 Reporting Violent Incidents to the Ministry of Education](#)
- [PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct \(Updated Nov 4, 2019\)](#)
- [PPM 141 School Board Programs for Students on Long-Term Suspension](#)
- [PPM 142 School Board Programs for Expelled Students](#)
- [PPM 144 Bullying Prevention and Intervention](#)
- [PPM 145 Progressive Discipline and Promoting Positive Student Behaviour](#)
- [PPM 149 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Paraprofessionals](#)
- [The Ontario Human Rights Code](#)
- [The Child and Family Services Act](#)
- [The Criminal Code of Canada](#)
- [The Municipal Freedom of Information and Protection of Privacy Act](#)
- [The Occupational Health and Safety Act](#)
- [The Child and Family Services Review Board \(CFSRB\)](#)

### 3. Terms and Definitions

**ADULT STUDENT:** Is a student who is 18 years or older, or, for the purpose of this procedure, 16 or 17 years old and has removed themselves from parental control.

**Expulsion:** An expulsion from attendance at all schools of the board for an indefinite period of time. An expulsion from the school refers to the school the student was attending at the time of the incident.

**Bullying:** Bullying can be via any physical, verbal, electronic, written or other means. Bullying means aggressive and typically repeated behaviour by a person where:

a) The behaviour is intended by the person to have the effect, or, the person ought to know that the behaviour would likely 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 an individual's property or,
- creating a negative environment at school for another individual and,

b) The behaviour occurs in a context where there is a real or perceived power imbalance between individuals 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 specialized programming ("intimidation") (Subsection 1(1) of the Education Act).

c) Cyberbullying is bullying 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 more than one individual about another individual or group of people. (Section 1 of the Education Act).

**Expulsion Hearing Committee:** A Committee that hears and determines suspension appeals and expulsion proceedings. Per the BD 2009 Committees for Suspension Appeals and Expulsion Hearings Procedure: A quorum will be achieved with three (3) trustees.

**School Climate:** The learning environment and relationships found within a school and school community regardless of on or off school property.

**Mitigating Factors:** Extenuating significant circumstances that may influence the culpability of an offence. The following should be taken into consideration:

- the pupil does not have the ability to control their behaviour
- the pupil does not have the ability to understand the foreseeable consequences of their behaviour
- the pupil's continuing presence in the school does not create an acceptable risk to the safety of any person

**School Community:** The School Community includes students, school staff, parents/guardians, community partners and community members in relation to their involvement in the school or school related events, activities or actions.

**Student Action Plan (SAP):** Program plan for suspended or expelled students outlining the individually prepared program for the student that may include academic and non-academic goals and supports.

- Academic plan for students who have been suspended for more than 6 days; or
- Academic program and other supports for students who have been suspended 11-20 days; or
- Academic program and other supports for students who have been expelled

#### **4. Administrative Procedure**

##### **4.1. Code of Conduct Standards**

- a) Trillium Lakelands District School Board will align the board and school Codes of Conduct with the Ministry of Education's provincial Code of Conduct (PPM 128) standards of behaviour.
- b) The standards apply to everyone (parents/guardians, students, staff, visitors, volunteers) in the school community 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.
- c) Trillium Lakelands District School Board's Code of Conduct outlines the Board's commitment to:
  - a bias-free approach that helps to build and foster a positive, safe, accepting, and respectful school culture and climate and helps students and their families, school staff, and other members of the school community, respect individuals' dignity and diversity
  - ensuring that every person receives fair and equitable treatment based on individual strengths and needs
  - promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
  - maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
  - encourage the use of non-violent means to solve conflict
  - promote the safety of people in the schools
  - discourage the use of tobacco, e-cigarettes, alcohol, non-medically prescribed cannabis, and illegal drugs
  - prevent bullying in schools
- d) TLDSB will:

- post the board Code of Conduct on the board webpage for all stakeholders to access; review the TLDSB Code of Conduct and its appendices every three years, including consultation with students, staff, parents, volunteers, and the community
- establish a process that clearly communicates the provincial Code of Conduct, TLDSB Code of Conduct, and any School Codes 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 respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment
- collaborate, where possible, to provide coordinated prevention and intervention programs and services, and share effective practices

#### 4.2. School Code of Conduct

- Elementary and secondary schools may have a School Code of Conduct. The School Code of Conduct shall set clear standards of behaviour which apply to all members of the school community.
- School Codes of Conduct will align with the Ministry of Education Code of Conduct and the board Code of Conduct and are required to be reviewed for alignment after each school board Code of Conduct policy review.
- Schools may add additional detail to their School Code of Conduct tailored expressly to each school environment and community at large. These codes must set out clearly what is acceptable and what is unacceptable behaviour for all members of the elementary or secondary school community (e.g., parents/guardians, students, staff, visitors, volunteers).
- The school principal will carry out the following steps to develop, communicate, and maintain the School Code of Conduct:
  - seek input and consider the views of the School Council
  - seek input from students, staff, parents/guardians, and members of the school community
  - establish a communication plan by which students will be advised of the School Code of Conduct regularly (e.g. assemblies, newsletters, orientation plan for new students, etc.)
  - publish and communicate the School Code of Conduct annually to students, parents and staff
  - submit a copy of the School Code of Conduct annually (September), or when any revisions are made, to the school superintendent

#### 4.3. Roles and Responsibilities

All members of the school community have a responsibility to ensure that the standards of this Code of Conduct are met.

- Principals take a leadership role in the daily operation of a school. Bill 157 permits a principal of a school to delegate their powers under Part XIII of the Education Act (Behaviour, Discipline and Safety) to a vice-principal of the school or a teacher employed in the school. Principals will:
  - demonstrate care for the school community and a commitment to student achievement and well-being in a safe, inclusive and accepting learning environment
  - hold everyone under their authority accountable for their behaviour and actions
  - empower students to be positive leaders in their school and community
  - communicate regularly and meaningfully with all members of their school community

- fulfill their obligation to investigate reports of incidents that may have a negative impact on school climate: including, but not limited to, racist or sexist comments that are unacceptable in our schools
  - fulfill their obligation to investigate reports by board employees of a student who may have engaged in an activity for which the student must be considered for suspension or expulsion
  - inform the parents/guardians of victims of such incidents unless the victim is 18 years old or older; the victim is 16 or 17 years old and has withdrawn from parental control; or in the opinion of the principal, doing so would put the victim at risk of harm from the parent/guardian
- b) Under the leadership of the principal, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. Teachers and school staff will:
- help students work to their full potential and develop their sense of self-worth
  - empower students to be positive leaders in their classroom, school, and community
  - communicate regularly and meaningfully with parents/ guardians
  - maintain consistent standards of behaviour for all students
  - demonstrate respect for one another, all students, staff, parents/ guardians, volunteers, and the members of the school community
  - prepare students for the full responsibilities of citizenship
  - respond to incidents that may have a negative impact on school climate, including, but not limited to, racist or sexist comments
  - fulfill their duty to report to the principal if they become aware that a student may have engaged in an activity for which the student must be considered for suspension or expulsion
- c) Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Students will:
- come to school prepared, on time, and ready to learn
  - show respect for themselves, for others, and for those in authority
  - refrain from bringing anything to school that may compromise the safety of others
  - follow the established rules and take responsibility for their own actions
  - accept such discipline as would be exercised by a kind and judicious parent/guardian
- e) Parents/guardians play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents/guardians will:
- show an active interest in their child's school work and progress
  - communicate regularly with the school
  - help their child be dressed, and 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
  - show that they are 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 behaviour
  - assist school staff in dealing with disciplinary issues involving their child
- f) All board employees will support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Board employees will:

- respond to incidents that may have a negative impact on school climate
- report to the principal if they become aware that a student may have engaged in an activity for which the student must be considered for suspension or expulsion using the Safe Schools Incident Report Form available via the board's electronic reporting process

g) The Police will:

- deliver prevention and intervention programs
- investigate incidents in accordance with the protocol developed with the local school board

h) Community partners will:

- support the efforts of school staff in maintaining a safe and respectful learning environment for all students and report any activity to the principal that contravenes the promotion of a safe school environment
- deliver prevention and intervention programs as allowable under the TLDSB Community Partnerships for Services in Schools Procedure

i) Visitors and Volunteers will:

- support the efforts of school staff in maintaining a safe and respectful learning environment for all students
- report any activity to the principal that contravenes the promotion of a safe school environment

#### 4.4. Standards of Behaviour

a) All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws
- demonstrate honesty and integrity
- respect differences in people, their ideas, and their opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of, for example, , race, ethnic origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason marital status, family or status
- respect the rights of others
- show proper care and regard for school property and the property of others
- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs
- use personal mobile devices in a manner that respects the privacy and dignity of others
- take appropriate measures to help those in need
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- 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

b) All members of the school community must not:

- engage in bullying behaviours, whether it is in person, or through technology such as email, social media or personal mobile devices
- commit sexual assault

- traffic weapons, illegal or restricted drugs, or persons
- swear at a teacher, support staff, or at another person in a position of authority
- commit robbery
- be in possession of any weapon, including firearms
- 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
- give alcohol or non-medically prescribed drugs to any member of the school community including a minor
- possess or be under the influence of alcohol, illegal drugs, or cannabis (unless the individual is a medical cannabis user)
- smoke or hold any lighted medical cannabis or lighted tobacco product, including e-cigarettes or vaporizers, on school property, school buses, or at school activities or events
- sell or supply drugs, cannabis, tobacco, e-cigarettes or vaping accessories on school property, school buses, or at school activities or events
- engage in hate propaganda and other forms of behaviour motivated by hate or bias
- commit an act of vandalism that causes damage to the school property
- engage in any behaviour that would be considered as conduct injurious to the moral tone of the school and to the physical and mental wellbeing of others in the school
- create a disturbance in a school or on school property which interrupts or disquiets the proceedings of the school or class or otherwise disrupts the operation of a school or the learning environment
- use personal mobile devices during instructional time unless use is for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs

#### 4.5. Student Behaviour and Expectations

The following standards of behaviour and expectations apply specifically to students and are framed around respect, civility and responsible citizenship and apply whether students are on school property, in a virtual learning environment, on school busses, at school-related events or activities, in before and after school programs, or in other circumstances that have an impact on the school climate. School Codes of Conduct (where applicable) may contain additional standards.

a) Standards of Behaviour dictate that the student must:

- be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled
- exercise self-discipline and respect for themselves
- accept such discipline as would be exercised by a kind, firm, and judicious parent/guardian
- attend classes regularly and on time
- take such tests and examinations as are required by teachers
- attend school:
  - until they reach their 18th birthday or until June of the year in which they reach their 18th birthday; unless they are ill or have a medical, dental, or legal appointment
  - In addition, “a student may be excused by the principal from attendance at school temporarily at any time at the written request of a parent of the student or student where the student is an adult”. (Reg. 262 – Section 23 (3))
- follow established school policies in accounting for absences from school and in signing in or out of school

- fulfil their academic obligations:
  - complete all assigned work to the best of their ability. Refusing to do so or habitually failing to do so shall be considered to be “habitual neglect of duty”
  - be present for scheduled testing except where an absence falls within the stated exceptions found under the attendance section of this policy
  - demonstrate honesty and integrity on school work. Cheating on tests, examinations or assignments shall be treated as a serious breach of this Code of Conduct
- obey authority:
  - obey any reasonable order by any school staff or administrator
  - obey all reasonable classroom policies of teachers
  - speak privately to a teacher, to school counsellors, or administrators if they feel they have been treated unfairly
- be responsible for loss or damage to school property:
  - return school property in reasonable condition, including technology devices and peripherals, textbooks, library books, and any other equipment at the designated time and place.;
  - reimburse the school for all or part of the cost of replacement materials and labour that is not covered by existing insurance in the event of accidental damage to school property;
  - reimburse the school for all or a portion of the cost of replacement of property in the event of intentional or unintentional damage, or misuse of board property which includes vandalism, mischief, etc.
- be dressed and prepared for school
- behave appropriately and safely on school buses:
  - additional detail related to behaviour on buses is outlined in existing Transportation Policy and Transportation Procedure.

#### 4.6. Students Must Not

The following standards of behaviour apply specifically to students. School Codes of Conduct may contain additional standards. A student must not:

- a) use profane or improper language themselves, against another student or against school personnel
- b) use threats, threatening gestures or physical assault against another student or against school personnel or their property
- c) engage in inappropriate displays of affection
- d) engage in the harassment of others (any verbal, physical or electronic device/internet actions intended to inflict physical or psychological harm on targeted person(s)) including:
  - sexual harassment
  - bullying
  - intimidation or discrimination based on:
    - racial background
    - ethno-cultural background
    - religion
    - linguistic differences
    - gender differences
    - sexual orientation
    - disability or differing abilities



- class/income level or occupation
  - unacceptable behaviour, targeting any member of the school community
- e) provide others with alcohol, cannabis, illegal drugs or tobacco on school property or at school activities, on school busses, field trips or events
  - f) possess or be under the influence of alcohol, illegal drugs, or cannabis (unless the pupil is a medical cannabis user), on school property or at school activities, on school busses, field trips or events
  - g) smoke or hold any lighted medical cannabis or lighted tobacco product, including e-cigarettes or vaporizers, on school property, school buses, or at school activities or events
  - h) use alcohol, non-medically prescribed cannabis or illegal drugs in another location and then be on school buses, field trips, or school property at any time while these substances are still detectable
  - i) sell or supply drugs, cannabis, tobacco, e-cigarettes or vaping accessories on school property, school buses, or at school activities or events

#### **4.7. Appropriate Use of Information/Communication Technology and Technology Services**

Use of internet and electronic devices must not violate the Code of Conduct standards or impact negatively on safe, caring, and orderly schools.

##### a) Students must:

- adhere to the TLDSB Appropriate Use of Information/Communication Technology and Technology Services Procedure
- use cellular phones and electronic devices only in times and locations as determined by school policy
- be personally responsible for their own devices and any activity and content on those devices or the internet accessed by their passwords
- be accountable for the content of any memory storage devices (e.g. USB memory sticks) and use them with the knowledge that staff has a right to request to see the content
- alert a staff member if they have knowledge of harmful or harassment types of behaviours targeting any of their classmates via the use of electronic devices or internet sites
- be accountable for off-school property behaviour using internet sites or electronic devices which have a negative impact on the school environment

##### b) Students must not:

- use the camera capabilities of electronic devices in areas where there is an expectation of privacy (i.e. washrooms, change rooms) or any other situation where there is a known objection to taking pictures
- use the internet or other technologies to threaten, harass or demean another member of the school community, especially when those actions interfere with that member's safety or ability to function in the school
- access inappropriate websites
- use personal mobile devices during instructional time *unless* used for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs

##### c) Confiscation of Personal Devices

- Where a student violates any of the student responsibilities outlined in this document, the device may be temporarily confiscated by staff and returned to the parent or guardian (or adult student ) after the instructional day, or as deemed appropriate by the school administration.

#### **4.8. Promoting Positive Student Behaviour and the Use of Progressive Discipline**

- a) The promotion of positive student behaviour is a primary goal of educators. Safe and caring learning environments are not achieved through a single emphasis on disciplining inappropriate behaviours. It is the responsibility of all staff to build a supportive learning environment through appropriate interaction between all members of the school community.
- b) The emphasis on the development of positive student behaviour align with the outcome goals of ministry and board initiatives for character development, restorative practices, and student success.

#### **4.9. School Climate**

- a) All students, parents, teachers and other school staff have the right to feel safe and be safe in their school community.; With this right comes the responsibility to contribute to a positive school climate. To foster a positive school climate that supports student achievement and well-being, school boards should focus on prevention and early intervention strategies to address inappropriate behaviour.
- b) Safe School teams in every school assume the responsibility for consulting with stakeholders in a regular analysis of school climate and the development of plans to address concerns as per TLDSB Bullying Prevention and Intervention Procedure, OP-6215.

#### **4.10. Use of Progressive Discipline: District Supports and Practices**

Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

- Inappropriate behaviour should be addressed with a restorative mindset, that utilizes a range of clear, strength based, anti-oppressive, supportive and developmentally appropriate prevention programs and interventions. These interventions will take into account the student’s cultural, diversity and the individualized needs of the student, the nature and severity of the behaviour, the safety and dignity of all students, the impact on school climate, and the circumstances, including any mitigating or other factors. Programs and supports will be offered to students who have been harmed or students who have engaged in serious student incidents, that emphasize a range of early, ongoing and proactive positive and restorative practices, such as character education, peer mentoring, student leadership, bullying prevention and intervention, conflict prevention and intervention, restorative circles, restorative questioning, counseling and social emotional learning, to promote, support and recognize appropriate and positive student behaviour
- Responses should be chosen from a range of consequences that include opportunities for the student to focus on improving their behaviour
- Early intervention is important in the prevention of reoccurrence of inappropriate behaviours

#### 4.11. **Duty to Respond**

- a) The school community members will respond to incidents of inappropriate and disrespectful behaviour to stop and correct it immediately so that the students involved can learn that it is unacceptable.
- b) Board employees who work directly or indirectly with students – including administrators, teachers and non-teaching staff – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such inappropriate and disrespectful behaviours are listed in section 4.4 ('Standards of Behaviour') of this procedure.
- c) Responding to inappropriate behaviour may include:
  - asking the student to stop the inappropriate behaviour
  - naming the type of behaviour and explaining why it is inappropriate and/or disrespectful
  - asking the student to correct the behaviour (e.g., to apologize for a hurtful comment and/or to rephrase the comment) and to promise not to do it again
- d) When board employees are aware that an incident involves a student with special education needs, they are expected to respond in a way that is appropriate.
- e) Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person. However, for incidents for which suspension or expulsion must be considered, board employees must report these concerns to the principal in writing using the TLDSB Safe Schools Incident Reporting Form available via the board's online reporting system.

#### 4.12. **Duty to Report to Principals**

- a) An employee of the board who becomes aware that a student at a school of the board may have engaged in an activity for which suspension or expulsion can be considered shall report the matter to the principal as soon as reasonably possible.
- b) The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report to the principal no later than the end of the school day. In cases where immediate action is required, a verbal report to the principal may be made. A written report using the TLDSB Safe Schools Incident Reporting Form available via the board's online reporting system must be made when it is safe to do so. If the incident is deemed a violent incident per PPM 120, a copy of the form must be printed and added to the student's OSR.
- c) The individual who submitted the report will receive an electronic acknowledgement of receipt via the board's online reporting system. The receipt will specify whether action was taken or no action was required.
- d) If the principal has decided that action must be taken as a result of any incident within the progressive discipline continuum, they will file a copy of the reporting form with documentation indicating the action taken in the Ontario Student Record (OSR) of the student whose behaviour was inappropriate.
- e) The names of all other students that appear on the form must be removed from the form before it is filed in the OSR. The form and documentation must be kept in the OSR for a minimum of one year.
- f) The principal must also inform the parents of victims of such incidents unless the victim is 18 years old or older; the victim is 16 or 17 years old and has withdrawn from parental control; or in the opinion of the principal, doing so would put the victim at risk of harm from the parent.

#### 4.13. Implementation Strategies

The Board will provide the following supports at the district level to support the implementation of progressive discipline strategies:

- a) Training for administrators, teachers, and other staff
- b) Building partnerships
- c) Communication
- d) Monitoring and review

#### 4.14. School Bullying Prevention, Intervention and Response Plans

- a) Plans for positive behaviour supports and progressive discipline must be in place in all schools. These plans must outline school policies and practices in these areas.
- b) These plans must incorporate bullying prevention and intervention programs and plans (See TLDSB Procedure on Bullying Prevention and Intervention)
- c) While it is recognized that school plans will reflect a locally developed range of options, they must:
  - support a safe learning and teaching environment
  - be informed by the school team
  - be informed by community partnerships that include police
  - be aligned with the board Code of Conduct
  - provide opportunities for staff training
  - connect to school climate and bullying prevention plans
  - reflect character development and restorative practices
  - adhere to relevant legislation
  - provide a range of interventions, supports and consequences with clear delineation of when the more serious consequences of short- or long-term suspension or expulsion shall or must be considered
  - describe how student developmental needs and situational circumstances are considered, including those outlined in the Individual Education Plan or Safety Plan of students with special needs
  - describe how any mitigating or other factors are considered
  - consider the severity and nature of the student's inappropriate or unsafe behaviour
  - consider the impact on the school climate of the inappropriate or unsafe behaviour
  - document the consistent use of progressive disciplinary actions
  - address behaviours that are contrary to provincial and board code of conduct
  - adhere to relevant legislation

## 5. Appendices

5.1 [Suspension of a student](#)

5.2 [Expulsion of a student](#)

5.3 [Rules for Suspension Appeals and Expulsion Hearings](#)

5.4 [Guidelines for Suspension Appeals and Expulsion Hearings](#)

5.5 [Disciplinary Decision Worksheet: Consideration of Mitigating and Other Factors](#)