



Administrative Procedure: Student Discipline

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1.0 Expectations for Behaviour and Strategies to Address Incidents

- 1.1 The Provincial Code of Conduct, the Superior North Catholic District School Board Code of Conduct and the Education Act as amended, and its regulations, and Ministry of Education Policy Program Memorandum (PPM 120, 128, 141, 143, 144, 145, and 157) together with the Board's disciplinary policies, create expectations for behaviour for all persons on school property and outline strategies to be taken to address incidents, including imposing appropriate consequences for pupils.
- 1.2 This administrative procedure outlines the expectations for the process to be used by the Board when imposing appropriate consequences for pupils. The process set out in this administrative procedure shall be informed by and implemented in accordance with the principles of equity and inclusion articulated in PPM 119 (Equity and Inclusive Education).
- 1.3 The Human Rights Code of Ontario has primacy over provincial legislation and policies, as well as school board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, and Board policies and administrative regulations are subject to, and shall be interpreted and applied in accordance with the Human Rights Code of Ontario and with consideration of whether the consequence might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society.

2.0 Definitions

- 2.1 The following definitions apply for the purposes of this Administrative Procedure:
 - 2.1.1 **Board Expulsion** is an expulsion from all schools of the Board.
 - 2.1.2 **Bullying** means aggressive and typically repeated behaviour by a pupil where:
 - The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of;

- 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 behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation")
- for the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), 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/or social media; and
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

2.1.3 Daily Care means a person with daily care and control is an adult (18 years or older) who is not the custodial parent and/or guardian of a pupil, who is less than 18 years old, but is a person who cares for the pupil on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister. It may be taken to include a caregiver or close family member responsible for raising the child.

2.1.4 Discipline Committee is a committee of three (3) or more Trustees designated to determine suspension appeals and recommendations for expulsion.

2.1.5 Harassment is words, conduct or action that is directed at an individual

and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s), touching or other behaviour that an individual knows or ought to know, insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the Human Rights Code.

2.1.6 Parent(s)and/or guardian(s) are referenced in this document and where there is a reference to involving or informing a parent(s)/guardian(s) it means the custodial parent(s) and/or guardian(s) of a minor child who is not 16 or 17 and withdrawn from parental control.

2.1.7 School Expulsion is an expulsion from the school that the pupil was attending at the time of the incident.

3.0 Progressive Discipline

- 3.1 Progressive discipline is a non-punitive, whole-school approach that uses a continuum of preventative corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.
- 3.2 Prevention and early intervention are important for assisting pupils to achieve their potential and for maintaining a positive school environment and are effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility and encourage positive participation of the school community in the life of the school.
- 3.3 Progressive discipline is most effective when dialogue between the school and home regarding pupil achievement, behaviour and expectations is open, courteous and focused on pupil success. It is an expectation of the Board that Principals, and designates when the Principal deems it appropriate, consult with parents and/or guardians prior to imposing any pupil specific progressive discipline preventative measures, positive behaviour management strategies or progressive discipline consequences. Designates may be delegated limited authority to contact parents and/or guardians of a student who has been harmed as a result of an activity for which suspension or expulsion must be considered. The designate must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity. A designate may not be delegated authority regarding suspension decisions or recommendations

regarding expulsion of students. If the designate is not sure whether he or she should call the parents and/or guardians, the designate should contact the Principal or Supervisory Officer for direction.

- 3.4 Each school is required to have developed and implemented a school-wide progressive discipline policy, consistent with the Board's Student Discipline Policy, and Student Discipline Administrative Procedure and Human Rights Code. Each school is also required to ensure that bullying prevention plans include: (1) awareness raising strategies (2) support strategies, including plans to protect victims; and (3) reporting requirements (refer to [P-ES 302 Bully Prevention & Intervention](#) and [AP-ES 302 Bully Prevention & Intervention](#)). In addition, teaching strategies should include a focus on developing healthy relationships by including bullying prevention throughout the curriculum, preventing homophobia, gender based violence, sexual harassment, inappropriate sexual behaviour, as well as promoting critical media literacy and safe internet use strategies, all of which are to be implemented in a manner consistent with the principles of equity and inclusion.
- 3.5 The staff, Principal or designate should select the most appropriate response to address the pupil's behaviour. Where a pupil has special education and/or disability related needs, the interventions, supports and consequences must be consistent with the expectations for the pupil, including those in the pupil's Individual Education Plan, or Behaviour Management Plan. Progressive discipline includes the use of early and ongoing intervention strategies and strategies to address inappropriate behaviour. Parent(s) and/or Guardian(s) should be actively engaged in the progressive discipline approach.

4.0 Prevention Strategies

- 4.1 Board employees who work with pupils are expected to support pupils to achieve their potential. Prevention strategies include supporting pupils, student councils and/or school councils that wish to participate in pupil-led alliances or other alliances and/or activities promoting healthy relationships.
- 4.2 Where a pupil has reported harassment, bullying or violence as a result of one or more immutable characteristics; including on any grounds protected by the Human Rights Code, or inappropriate sexual behaviour, that pupil shall be supported by the school with the provision of contact information about professional supports, such as community agencies, public health facilities, and telecommunications forums, such as a help phone line or web site, that the pupil may access directly for information, assistance and/or support in an effort to

promote and/or develop healthy relationships.

- 4.3 In accordance with Policy Program Memorandum 119, schools shall be required by the Board to work with agencies and/or organizations in their community that have professional expertise with respect to issues of gender based violence, sexual assault, homophobia and inappropriate sexual behaviour. A current list of community contacts will be created and maintained electronically by the Board and made available to all schools, staff and pupils on the Board's internet and intranet websites. Protocols outlining the process for entering into a Memorandum of Understanding with an appropriate community agency and/or organization shall be made available to schools as these are developed. Schools shall provide public health units under the responsibility of the local Medical Officer of Health the ability to deliver their mandated public health curriculum.
- 4.4 The Board also expects Principals to 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 pupil with disability related needs is receiving appropriate accommodation up to the point of undue hardship. Other preventative practices include: **human rights strategy pursuant to PPM 119; anti-bullying and violence prevention programs; mentorship programs; student success strategies; character education; citizenship development; student leadership; promoting healthy student relationships; and promoting healthy lifestyles.**

5.0 Positive Practices

- 5.1 The Board also supports the use of positive practices for: (1) prevention, and (2) positive behaviour management, which may include:
- 5.1.1 Program modifications or accommodations.
 - 5.1.2 Class placement .
 - 5.1.3 Positive encouragement and reinforcement.
 - 5.1.4 Individual, peer and group counselling.
 - 5.1.5 Conflict resolution/dispute resolution.
 - 5.1.6 Mentorship programs.
 - 5.1.7 Promotion of healthy student relationships.
 - 5.1.8 Sensitivity programs.
 - 5.1.9 Safety plans.
 - 5.1.10 School, board and community support programs.
 - 5.1.11 Student success strategies.

- 5.2 The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of progressive discipline consequences up to suspensions and including expulsion from all schools of the Board.
- 5.3 In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the Human Rights Code, Ministry of Education direction and PPM 145, will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized pupils and/or pupils with disabilities.

6.0 Early & Ongoing Intervention

- 6.1 A teacher or the Principal or designate as appropriate may utilize early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours. These may include:
- 6.1.1 **contact with parent(s) and/or guardian(s); oral reminders; review of expectations; written work assignment addressing the behaviour, that have a learning component; volunteer services to the school community; conflict mediation and resolution; peer mentoring; referral to counseling; and consultation between two or more of the parties.**
- 6.2 In all cases where ongoing intervention strategies are used, parent(s) and/or guardian(s) should be consulted by the Principal or designate and a record kept of the strategies.

7.0 Addressing Inappropriate Behaviour

- 7.1 If a pupil has displayed inappropriate behaviour (that disrupts the positive school climate and/or has a negative impact on the school community) the Principal or designate may utilize a range of interventions, supports, and consequences that are (1) developmentally appropriate, and (2) include opportunities for pupils to focus on improving their behaviour, including the following possible progressive discipline interventions:
- 7.1.1 Meeting with parent(s) and/or guardian(s), pupil and Principal.

- 7.1.2 Referral to a community agency for anger management or substance abuse, counselling/intervention.
 - 7.1.3 Detentions.
 - 7.1.4 Withdrawal of privileges.
 - 7.1.5 Withdrawal from class.
 - 7.1.6 Restitution for damages.
 - 7.1.7 Restorative practices.
 - 7.1.8 Transfer with support.
- 7.2 In some cases, the Principal may consider a short-term suspension as a useful progressive discipline approach. In all cases where progressive discipline is being considered to address an inappropriate behaviour, the Principal or designate in consultation with the Principal must:
- 7.2.1 Consider the particular pupil and circumstances.
 - 7.2.2 Consider the nature and severity of the behaviour.
 - 7.2.3 Consider the impact of the inappropriate behaviour on the school climate.
 - 7.2.4 Consult with the pupil's parent(s) and/or guardian(s).
- 7.3 **Principals are to keep a record of the step taken. (name/date/incident/considerations/steps used/outcome and contact with the parent(s) and/or guardian(s)).**

8.0 Responding To Incidents

- 8.1 The Board is committed to supporting safe learning and teaching environments in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Board and school Codes of Conduct.
- 8.2 Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on the school climate, if in the employee's opinion, it is safe to do so (i.e. unless it would cause immediate physical harm to himself or herself, a student or another person). Such behaviour includes all inappropriate and disrespectful behaviour (e.g. swearing, homophobic or racial slurs, sexist comments or jokes, graffiti), as well as those incidents that must be considered for suspension or expulsion. **Incidents for which suspension or expulsion must be considered must be reported to the Principal (see Reporting Requirements below), or if it is unsafe to respond, the employee will inform the principal verbally as soon as possible.**

- 8.3 Responses shall be made in a timely, supportive and sensitive manner and made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration any special and/or disability related needs that the pupil might exhibit or about which the employee might be aware. Responses may include one or more of the following:
- 8.3.1 Asking the pupil to stop the behaviour;
 - 8.3.2 identifying the behaviour as inappropriate and disrespectful;
 - 8.3.3 Explaining the impact of the behaviour on others and the school climate;
 - 8.3.4 Modelling appropriate communication;
 - 8.3.5 asking the pupil for a correction of their behaviour by restating or rephrasing their comments;
 - 8.3.6 asking the pupil to apologize for their behaviour;
 - 8.3.7 asking the pupil to explain why and how a different choice with respect to their behaviour would have been more appropriate and respectful; and
 - 8.3.8 where applicable, identifying the application of the Human Rights Code.
- 8.4 A response by the staff to the incident shall not prevent or preclude the Principal from imposing appropriate progressive discipline, up to and including a recommendation for expulsion from all schools. Unless the behaviour is such that it must be considered for suspension or expulsion, a response is sufficient – it is not required that these incidents be reported to the Principal. For incidents where suspension or expulsion would not be considered, but the board employees feel it is not safe to respond, they will be expected to inform the Principal verbally as soon as possible.
- 8.5 Where, in the opinion of the Board employee who works with pupils, the behaviour observed or heard might lead to suspension or possible expulsion, the employee must report the behaviour orally to the Principal or designate at the earliest opportunity and again in writing before the end of the school day, using the appropriate safe schools reporting form. The employee shall follow the procedures outlined for reporting incidents when reporting in writing.

9.0 Reporting Requirements

- 9.1 When a board employee or transportation provider becomes aware of an incident that must be considered for suspension or expulsion by the Principal, board employees must report this to the Principal as soon as reasonably possible and confirm their report in writing. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Principal by the end of the school day. The report is to be

confirmed in writing in a timely manner, using the Safe Schools Incident Report -- Form I (Appendix A) **Principals must investigate all reports submitted by board employees on safe school incident reporting forms as per the Education Act 300.2(3).**

- 9.2 Once the investigation is complete, the Principal must communicate the results of the investigation to the teacher who made the report (not disclosing more personal information than reasonably necessary). If a board employee who is not a teacher made the report, the Principal will communicate the results of the investigation to that employee if the Principal considers it appropriate. In a timely manner, the Principal must provide the employee who reported the incident with written acknowledgement, using the Safe Schools Incident Report -- Form II (without information that could identify the student(s) involved). If no further action is taken by the Principal, the Principal is not required to retain the report. If the Principal has decided that action must be taken as a result of a serious student incident, he or she will file a copy of the reporting form with related documentation in the OSR of the student whose behavior was inappropriate (with names of other student(s) involved removed).
- 9.3 The form and documentation must be kept in the OSR for a **minimum** of one year. If the Principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the reporting must be retained in that student's OSR for a minimum of:
- 9.3.1 One year, if the student's suspension was quashed or withdrawn and the record of suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period;
 - 9.3.2 Three years, if the student was suspended for the violent incident;
 - 9.3.3 Five years, if the student was expelled for the violent incident.
 - 9.3.4 Form I shall be retained in a pupil's OSR.

10.0 Notification

- 10.1 Notifying the Parent and/or Guardian following an incident for which the Principal shall be considering imposing a suspension or making a recommendation for expulsion, the Principal shall provide information to the parent and/or guardian of the victim, unless in the opinion of the Principal providing information to the victim's parent and/or guardian would put the victim at risk of harm from a parent of the student such that doing so would not be in the victim's best interest (see below). Principals are expected to disclose:

- 10.1.1 The nature of the activity that resulted in harm to the pupil;
 - 10.1.2 the nature of the harm to the pupil; and
 - 10.1.3 the steps taken to protect the pupil's safety, including the nature of any disciplinary measures taken in response to the activity.
- 10.2 Principals are required to disclose to the parents and/or guardians of students who have engaged in serious student incidents the following information:
- 10.2.1 The nature of the activity that resulted in harm to the other student;
 - 10.2.2 the nature of the harm to the other student;
 - 10.2.3 the nature of any disciplinary measures taken in response to the activity;
 - 10.2.4 the supports that will be provided for the student in response to his or her timely engagement in the activity.
- 10.3 When notifying parents and/or guardians of these incidents, the Principal must invite parents and/or guardians to have a discussion with him or her about the supports that will be provided for their child. The Principal shall not disclose the name of or any other identifying or personal information about a student who engaged in the activity that resulted in the harm, except so far as is necessary to meet the above requirements.
- 10.4 PPM 145 requires school boards to provide supports (through the board or third party providers) for all students who are affected by serious student incidents and all inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success. In responding to any incident, board employees who work directly with students must act in a timely, sensitive, and supportive manner and should provide students with contact information about professional supports (e.g., public health units, community-based service providers, help phone lines), as appropriate. A written list of community contacts will be made available to the victim and/or the victim's parent and/or guardian as well as available on the Board website [SNCDSB - Contact Us](#). If the victim requires support for linguistic, ethno-cultural or disability related needs, information about community supports that are available shall also be shared with the victim and/or the victim's parent and/or guardian in a form accessible to the parent and/or guardian. The Principal or designate shall also inform the parent and/or guardian that they may contact the superintendent to request a review if they are NOT satisfied with the measures being taken to protect and support the victim.
- 10.5 Not notifying the Parent and/or Guardian where, in the opinion of the Principal,

providing information to the victim's parent and/or guardian would put the victim at risk of harm, such that notification would not be in the victim's best interests, the Principal shall not inform the victim's parent and/or guardian.

10.6 In such cases, the Principal shall:

10.6.1 Call the appropriate child protection agency if he/she has a reason to believe the student is a child in need of protection under the *Child, Youth and Family Services Act, 2017*;

10.6.2 note in the Student Information System why the parent and/or guardian was not notified;

10.6.3 inform the superintendent that the parent and/or guardian was not informed and why;

10.6.4 inform the teacher, if that teacher informed the Principal of the potential for harm, that the parent and/or guardian was not informed and why; and

10.6.5 inform other staff working to support the pupil, as appropriate.

10.7 The Principal or designate shall inform the victim of the steps being taken by the school to protect the victim's safety (i.e. Safety Plan, prevention strategies etc.). The Principal shall provide the victim with contact information about professional supports, as appropriate and in an accessible form, such as community agencies, public health facilities and telecommunications forums, such as a help-phone-line or website (counselling, sexual-assault centre, Kids Help Phone, Lesbian, Gay, Bi, Trans Youth Line).

11.0 Process for section 306 Suspension of a Pupil

11.1 A Principal shall consider whether to suspend a pupil under section 306 of the Education Act if he or she believes that the pupil has engaged in one or more 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:

11.1.1 Uttering a threat to inflict serious bodily harm on another person.

11.1.2 Possessing alcohol, illegal or restricted drugs, or, unless the pupil is a medical cannabis user, cannabis.

11.1.3 Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis.

11.1.4 Swearing at a teacher or at another person in a position of authority.

11.1.5 Committing an act of vandalism that causes extensive damage to school

property at the pupil's school or to property located on the premises of the pupil's school.

11.1.6 Bullying.

11.2 Any other activity for which a student may be suspended under board policy as follows:

11.2.1 Inappropriate use of electronic communication/media equipment.

11.2.2 Any act considered by the Principal to be injurious to the moral tone or the physical or mental well-being of members of the school community.

11.2.3 Any act considered by the Principal to be a violation of the Board or School Code of Conduct.

11.3 A Principal who suspends a pupil under Section 306, shall make all reasonable efforts to inform the pupil's parent and/or guardian of the suspension within 24 hours of the suspension being imposed. A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days. The Principal or designate will also contact the police consistent with the [P-ES 309 Police and School Protocol](#) and [AP-ES 309 Police and School Protocol](#) if the infraction the pupil is suspected of committing requires such contact. If in doubt the Superintendent shall be consulted.

12.0 Mitigating and Other Factors

12.1 In considering whether to suspend, and length of the possible suspension, the Principal, as required by the Education Act, must take into account any mitigating and other factors if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended.

12.2 **Mitigating Factors:**

12.2.1 Whether the pupil has the ability to control his or her behaviour.

12.2.2 Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour.

12.2.3 Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

12.3 **Other Factors to be Considered:**

- 12.3.1 The pupil's academic, discipline and personal history.
- 12.3.2 Whether other progressive discipline has been attempted with the pupil, and, if so, the progressive discipline approach(es) that has/have been attempted and any success or failure.
- 12.3.3 Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason related to an immutable characteristic.
- 12.3.4 The impact of the discipline on the pupil's prospects for further education.
- 12.3.5 The pupil's age.
- 12.3.6 Where the pupil has an IEP or disability related needs:
 - a. Whether the behaviour causing the incident was a manifestation of the pupil's disability.
 - b. Whether appropriate individualized accommodation has been provided to the point of undue hardship.
 - c. Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct.

13.0 School Work

- 13.1 A pupil who is subject to a suspension of five (5) or fewer school days must be provided with school work to complete at home while serving the suspension. School work will be made available during the suspension period.
- 13.2 In addition to receiving school work for the first five (5) school days of suspension, a pupil who is subject to a suspension of six (6) or more school days must be assigned an alternative program for pupils subject to lengthy suspension (Alternative Suspension Program or ASP). A pupil participating in an ASP is not considered to be engaging in school or school-related activities.

14.0 Procedural Steps When Imposing a Suspension

- 14.1 The Principal must take the following procedural steps when suspending a student:

- 14.1.1 Within 24 hours of the decision, the Principal must make all reasonable efforts to orally inform the parent(s) and/or guardian(s) of the suspension.
- 14.1.2 The Principal must inform the pupil's teacher(s) of the suspension.
- 14.1.3 The Principal in conjunction with the pupil's teacher(s) must organize school work to be provided for the pupil to be completed during the duration of the pupil's suspension.
- 14.1.4 The Principal must provide written notice of the suspension to the pupil, the pupil's parent(s) and/or guardian(s) and the Superintendent of Education;
- 14.1.5 the written notice of suspension will include:
 - a. The reason for suspension.
 - b. The duration of the suspension.
 - c. Information about the ASP the pupil is assigned to, where the pupil is suspended for six (6) or more school days.
 - d. Information about the right to appeal the suspension, including the relevant policies and guidelines and the contact information for the Superintendent responsible for Student Discipline.
- 14.1.6 If it is not possible to provide the letter because the pupil and/or his/her parent(s) and/or guardian(s) is/are not available, the letter should be mailed, couriered, faxed or emailed to the home address that day:
 - a. If notice is sent by mail, fax or email, the Principal will make work available for the pupil by the parent(s) and/or guardian(s) during the suspension.
 - b. If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - c. If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
- 14.2 Where the incident is a violent incident; including: (1) possessing a weapon, including possessing a firearm; (2) physical assault causing bodily harm requiring medical attention; (3) sexual assault; (4) robbery; (5) using a weapon to cause or to threaten bodily harm to another person; (6) extortion; or (7) hate and/or bias-motivated occurrences, the Violent Incident Form is to be completed and

placed in the pupil's Ontario Student Record (Appendix D). The violent incident box on the Safe Schools Incident reporting form should also be crossed off.

15.0 Alternative Suspension Program (ASP)

- 15.1 Where a pupil has been suspended for six (6) or more days the pupil will be provided with school work until the ASP commences and will be offered an alternative program for pupils subject to lengthy suspension (Alternative Suspension Program or ASP). The Principal or designate shall communicate to the parent and/or guardian the purpose and nature of the ASP. If the parent(s) and/or guardian(s) chooses not to have the pupil participate in an ASP, the pupil will be provided with school work during the suspension (or keep a record of attempts to provide work).

16.0 Student Action Plan

- 16.1 A Student Action Plan (SAP) shall be developed for every pupil within two days after the pupil agrees to participate in an ASP. The Principal shall hold a SAP planning meeting with the pupil's parent(s) and/or guardian(s) and the pupil (where applicable) as well as any appropriate teaching and support staff will be invited to participate in the planning meeting to review the issues to be addressed in the pupil's SAP. (If the family cannot attend, the SAP will be provided afterward.)
- 16.2 The purpose of the planning meeting is to:
- 16.2.1 Identify the needs of the student;
 - 16.2.2 identify the student's risk factors and protective factors;
 - 16.2.3 clearly identify any types of support that the student may need to continue his or her learning;
 - 16.2.4 establish the objectives of the SAP.
- 16.3 A pupil subject to suspension for eleven (11) or more days will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP. Pupils subject to a suspension of fewer than eleven (11) days may be offered non-academic supports where such supports are appropriate and available.

17.0 Suspension Appeal Process

- 17.1 A parent(s) and/or guardian(s) may appeal a suspension.
- 17.2 All suspension appeals will be received by the Superintendent.
- 17.3 An appeal of a suspension does not stay the suspension.
- 17.4 A person who intends to appeal a suspension must give written notice of his/her intention to appeal the suspension within ten (10) school days of the commencement of the suspension.
- 17.5 The Board must hear and/or determine the appeal within (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).
- 17.6 Upon receipt of written notice of the intention to appeal the suspension, the Superintendent of Education:
 - 17.6.1 Will promptly advise the Principal of the appeal;
 - 17.6.2 will promptly invite the appellant to contact the Superintendent to discuss any matter respecting the incident and/or appeal of the suspension
 - 17.6.3 will request a meeting with the pupil's parent and/or guardian and the Principal to narrow the issues and try to effect a settlement, and arrange a date for the appeal before the Discipline Committee;
 - 17.6.4 inform the pupil's parent and/or guardian of the date of the appeal, provide a guide to the process for the appeal, and a copy of the documentation that will go to the Discipline Committee.
- 17.7 The parties in an appeal to the Discipline Committee shall be:
 - 17.7.1 The Principal.
 - 17.7.2 The parent(s) and/or guardian(s), if they appealed the decision.

18.0 Discipline Committee

- 18.1 The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of suspensions and expulsion hearings in accordance with the Student Discipline Administrative Regulations, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

19.0 Suspension Appeal before the Discipline Committee of the Board

- 19.1 Suspension appeals will be heard orally, in camera, by the Discipline Committee of Trustees. The Discipline Committee may grant a person with daily care/caregiver/close family member responsible for raising the student the authority to make submissions on behalf of the pupil. The pupil's parent and/or guardian may bring legal counsel, an advocate or support person with them to the appeal.
- 19.2 The family will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired.
- 19.3 The pupil if appropriate will be asked to make a statement of his/her own behalf.
- 19.4 The Superintendent of Education for the School and/or the Principal will make oral submissions on behalf of the administration, including a response to any issues raised in the appellant's submissions. The Superintendent/Principal may rely on the report prepared for the Discipline Committee.
- 19.5 The family may make further submissions addressing issues raised in the Administration's presentation that were not previously addressed by the appellant.
- 19.6 The Discipline Committee may ask a party questions of clarification.
- 19.7 Legal counsel for the School Administration may be present at the appeal if the appellant is represented by legal counsel or an agent.
- 19.8 The Discipline Committee may make such orders or give such directions at an appeal as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and direction, a trustee may call for the assistance of a police officer to enforce any such order for direction.
- 19.9 Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of the party and the party is not entitled to any further notice of the proceedings.

19.10 The Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether or not the consequences might have a disproportionate impact on a pupil protected by the Human Rights Code, including but not limited to race and disability, and/or exacerbate the pupil's disadvantaged position in society and whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall:

- 19.10.1 Confirm the suspension and its duration; or
- 19.10.2 confirm the suspension but shorten its duration and amend the record, as necessary; or
- 19.10.3 quash the suspension and order that the record be expunged.

19.11 The decision of the Discipline Committee is final. The decision shall be communicated to the appellant in writing.

20.0 Re-Entry

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

21.0 Transfer to Another School

21.1 Support for Students after Harm

21.1.1 A Board student who has been harmed physically, mentally, or emotionally is entitled to reasonable protection against future harm, as appropriate in the circumstances.

21.2 Transfer to Another School

21.2.1 At times it may be necessary to transfer to another school a student who has been disciplined or harmed for safety reasons and/or for compliance with an Order of the Court or police restrictions.

21.2.2 The decision to transfer a student to another school shall only be made in

consultation with a superintendent and the sending and receiving school administration. Such a transfer is effected as a Fresh Start transfer, which is a non-disciplinary administrative transfer to a new school to preserve school safety. A transfer can be imposed: (1) to protect a student from harm; (2) to assist the student with conditions agreed to by the student and/or family; or (3) to preserve school safety as approved by the superintendent. Transfers that are imposed for these reasons are considered non-disciplinary. The Parent(s) and/or Guardian(s) shall be consulted in this process.

21.2.3 When it has been determined that a student will be transferred to another school, the Principal shall ensure that a Transition Plan is developed identifying any additional supports and resources recommended in the Principal's opinion to assist with a successful transition, which might include where appropriate, referrals for social work support, child and youth worker support and/or support from community agencies as well as the development of a transitional Individual Education Plan. Where the student has been subject to suspension, the Transition Plan shall be consistent with and coordinated with the Student Action Plan (SAP) developed for suspension purposes.

21.2.4 The Principal of the sending school shall invite the parent and/or guardian and the student, where appropriate, to a meeting, including teaching and support staff from both the sending and receiving schools, as appropriate, for the purpose of (1) developing and reviewing the Transition Plan, including the timeline for transition; (2) the provision of school work prior to transition, (3) to obtain any necessary consents for support services, (4) to respond to any questions or concerns identified by the receiving school and/or the parent and/or guardian or student.

21.2.5 All individuals attending the meeting must be informed by the Principal at the outset that the information shared during the meeting is personal information that must be kept confidential.

22.0 Expulsion of a Pupil (Suspension, Investigation & Possible Expulsion)

22.1 Principals are required to suspend a student for up to 20 school days (pending an investigation into possible expulsion) if the Principal believes that the student has engaged in the following (Section 310 of the Education Act) 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:

22.1.1 Possessing a weapon, including possessing a firearm.

22.1.2 Using a weapon to cause or to threaten bodily harm to another person.

22.1.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.

22.1.4 Committing sexual assault.

22.1.5 Trafficking in weapons, in illegal drugs, or in illicit drugs.

22.1.6 Committing robbery.

22.1.7 Giving alcohol or cannabis to a minor

22.1.8 Bullying, if

- a. the pupil has previously been suspended for engaging in bullying, and;
- b. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.

22.1.9 Any activity listed in subsection 306 (1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

22.1.10 Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled, including:

- a. 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.
- b. Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property.
- c. Any act considered by the Principal to be a serious violation of the Board or School Code of Conduct.

22.2 When deciding the duration of this suspension pending possible expulsion, the Principal shall take into account the mitigating or other factors set out above.

23.0 Procedural Steps When Imposing a Suspension & Possible Expulsion

23.1 When imposing a (Section 310 of the Education Act) suspension the Principal is required to effect the following procedural steps:

23.1.1 Within 24 hours of the decision, the Principal must make all reasonable efforts to orally inform the parent(s) and/or guardian(s) of the suspension.

23.1.2 The Principal must inform the pupil's teacher(s) of the suspension.

23.1.3 The Principal must provide written notice of the suspension to the parent(s) and/or guardian(s) and pupil and the Superintendent of Education.

23.1.4 The written notice of suspension will include:

- a. The reason for suspension.
- b. The duration of the suspension.
- c. Information about the program for suspended pupils the pupil is assigned to.
- d. Information about the investigation the Principal is conducting to determine whether to recommend expulsion.
- e. A statement that there is no immediate right to appeal the suspension. Any appeal must wait until the Principal decides whether to recommend an expulsion, and if the Principal decides not to recommend an expulsion, a statement that the suspension may be appealed to the Discipline Committee, and if the Principal decides to recommend an expulsion that the suspension may be addressed at the expulsion hearing.

23.1.5 School work shall be made available for the pupil. If it is not possible to provide the letter to the student before the student leaves the school because the pupil and/or his/her parent(s) and/or guardian(s) is/are not available, the letter should be mailed, couriered, faxed or emailed to the home address that day and school work should be made available for the pupil's parent(s) and/or guardian(s) or designate to pick-up from the

school the following school day:

- a. If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
- b. If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
- c. Where the incident is a serious violent incident, such as possessing a weapon, including possession a firearm; physical assault causing bodily harm requiring medical attention; sexual assault, robbery, using a weapon to cause or threaten bodily harm to another person; extortion; or hate and/or bias based occurrences must be identified on the Safe Schools Incident Report and must be reported to the Ministry of Education.

24.0 Alternative Suspension Program

- 24.1 Where a pupil has been suspended, pending an investigation to determine whether to recommend an expulsion, the pupil will be assigned to an alternative program for pupils subject to lengthy suspension (ASP). The Principal shall communicate to the pupil's parent and/or guardian the purpose and nature of the ASP. (If a parent and/or guardian declines the ASP, the refusal will be noted and school work will be provided.)

25.0 Student Action Plan

- 25.1 For pupils subject to a suspension pending an investigation to determine whether to recommend an expulsion, who choose to participate in an ASP, the Principal of the school or designate will hold a planning meeting for the purpose of developing the SAP for the alternative program for pupils subject to lengthy suspension (ASP) as set out in the process for the ASP for students suspended 6 to 20 days set out above, including the academic and non-academic components.

26.0 Principal's Investigation

- 26.1 The Principal will conduct an investigation promptly following the suspension of the pupil to determine whether to recommend to the Discipline Committee that the pupil be expelled. As part of the investigation, the Principal will consult with the Superintendent of Education and/or Superintendent responsible for Student

Discipline regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the substantive decision whether or not to recommend that the pupil be expelled. If the Principal refers the pupil to the Discipline Committee with a recommendation for expulsion, the matter will be dealt with by the Discipline Committee within twenty (20) school days from the date of suspension (unless timelines are extended by mutual consent). Any police investigation will be conducted separately from the Principal's inquiry.

26.2 As part of the investigation, the Principal shall:

26.2.1 Make all reasonable efforts to speak with the parent(s) and/or guardian(s) and pupil.

26.2.2 Include interviews with witnesses who the Principal determines can contribute relevant information to the investigation.

26.2.3 Make every reasonable effort to interview any witnesses suggested by the pupil or the parent(s) and/or guardian(s).

26.2.4 Consider the mitigating and other factors outlined above when determining whether to recommend to the Discipline Committee that the pupil be expelled.

27.0 Decision Not to Recommend Expulsion

27.1 If the Principal does not recommend expulsion, the Principal must:

27.1.1 Consider whether progressive discipline is appropriate in the circumstances.

27.1.2 Uphold the suspension and its duration.

27.1.3 Uphold the suspension, shorten its duration and amend the record accordingly or;

27.1.4 withdraw the suspension and order that the record be expunged.

27.2 The Principal will provide written notice of this decision to the pupil's parent(s) and/or guardian(s) and pupil which includes:

27.2.1 A statement of the Principal's decision not to recommend expulsion and whether the suspension has been upheld, upheld and reduced, or withdrawn.

27.2.2 If the suspension has been upheld or upheld and reduced, information about the right to appeal the suspension to the Discipline Committee, including:

- a. A copy of the Board policies and guidelines regarding suspension appeals.
- b. Contact information for the Superintendent of Education.
- c. A statement that written notice of an intention to appeal must be given within five (5) school days following receipt of the notice.

28.0 Recommendation to the Board for an Expulsion Hearing

28.1 For the purposes of the expulsion proceeding, the Principal will:

28.1.1 Prepare a report to be submitted to the Discipline Committee and provide the report to the family at least five school days prior to the hearing. The report will include:

- a. A summary of the Principal's findings.
- b. A recommendation of whether the expulsion should be from the school or from all schools of the Board.
- c. A recommendation regarding the type of school that would benefit the pupil if the student is expelled from his or her school only.
- d. A recommendation that the pupil is either subject to a school expulsion, or a program that might benefit the pupil if the pupil is subject to a Board expulsion.

28.1.2 Inquire with the Superintendent of Education as to the logistics of the hearing and provide written notice of the expulsion hearing to family which includes:

- a. A statement that the pupil will be subject to an expulsion hearing for the activity that resulted in suspension.
- b. A copy of the Board's policies and guidelines governing the expulsion hearing.

- c. A statement that the pupil and/or his/ her parent(s) and/or guardian(s) has the right to respond to the Principal's report in writing.
- d. Information about the procedures and possible outcomes of the expulsion hearing, including that:
 - If the Discipline Committee does not expel the pupil they will either confirm, confirm and reduce, or withdraw the suspension.
 - Parties have the right to make submissions with respect to whether the suspension should be confirmed, reduced, or withdrawn.
 - Any decision with respect to the suspension is final and cannot be appealed.
 - If the pupil is expelled from the school, they will be assigned to another school.
 - If the pupil is expelled from the Board, they will be assigned to a program for expelled pupils.
 - If the pupil is expelled there is a right of appeal to the Child and Family Services Review Board.
- e. The name and contact information for the Superintendent.

28.2 The Superintendent of Education will:

- 28.2.1 Offer to arrange a meeting with the pupil's parent(s) and/or guardian(s) and pupil and the Principal, as appropriate.
- 28.2.2 If a meeting occurs, the Superintendent will review the Discipline Committee process for expulsion hearings and may assist to narrow the issues and identify agreed upon facts.
- 28.2.3 Ensure that the item is placed on the Discipline Committee agenda for the date and time set out on the notice to the pupil's parent(s) and/or guardian(s) and co-ordinate the attendance of the Trustees.
- 28.2.4 Prepare materials for the Discipline Committee
- 28.2.5 Confirm the pupil's parent(s) and/or guardian(s) of the date and location of the expulsion hearing, will provide a copy of the Expulsion Hearing Rules, and a copy of the package to go to the Discipline Committee.

29.0 Hearing Before the Discipline Committee

- 29.1 Parties before the Discipline Committee at the expulsion hearing are:
- 29.1.1 the Principal.
 - 29.1.2 the pupil's parent(s) and/or guardian(s).
- 29.2 If a pupil is not a party, she/he has the right to be present at the expulsion hearing and to make submissions on his/her own behalf. The Discipline Committee may grant a person with daily care the authority to make submissions on behalf of the pupil. The family may attend with legal counsel, and advocate or a support person.
- 29.3 The hearing will be conducted in accordance with the Rules of the Discipline Committee and the Guideline for Expulsion Hearings. At the hearing:
- 29.3.1 The Discipline Committee shall consider oral and written submissions, if any, of all parties.
 - 29.3.2 The Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is imposed, the expulsion should be a school expulsion or a Board expulsion.
 - 29.3.3 The Discipline Committee shall solicit and consider the views of all parties with respect to whether, if an expulsion is not imposed, the suspension should be confirmed, shortened or withdrawn.

30.0 No Expulsion

- 30.1 If the Discipline Committee decides not to expel the pupil, the Board shall take the submissions of the parties into account, and the mitigating and other factors set out above, in determining whether to:
- 30.1.1 Confirm the suspension and its duration.
 - 30.1.2 Confirm the suspension, reduce its duration and amend the record accordingly; or
 - 30.1.3 quash the suspension and order that the record be expunged.
- 30.2 The Discipline Committee shall give written notice to all parties of the decision not to impose an expulsion and the decision with respect to the suspension. The Discipline Committee's decision with respect to the suspension is final.

31.0 Expulsion

- 31.1 In determining (1) whether to impose an expulsion; and (2) whether to expel from the pupil's school or all Board schools, the Discipline Committee shall take into account:
- 3.1.1 The submissions and views of the parties, including their views on whether the pupil, if expelled, should be expelled from his or her school only or from all schools of the board;
 - 3.1.2 the mitigating or other factors set out above;
 - 3.1.3 Any written response to the Principal's report provided before the completion of the hearing.
- 31.2 The Discipline Committee must promptly provide written notice of the decision to expel the pupil to all parties, and the pupil, if she/he was not a party. The written notice shall include:
- 31.2.1 The reason for the expulsion.
 - 31.2.2 A statement indicating whether the expulsion is a school expulsion or a Board expulsion.
 - 31.2.3 Information about the school or program to which the pupil has been assigned.
 - 31.2.4 Information about the right to appeal the expulsion, including the steps to be taken.
- 31.3 Once the Principal has received notice that a pupil has been expelled, she/he must create a SAP in a manner consistent with the Board's policy and procedures for programs for expelled pupils under the supervision of the Superintendent of Education. An expelled pupil is a pupil of the Board, even where she/he attends a program for expelled pupils at another school board, unless she/he does not attend the program or registers at another school board.

32.0 Re-entry Requirements Following an Expulsion

- 32.1 A pupil who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once she/he has successfully completed a program for expelled pupils and has satisfied the objectives required for completion of the program, as determined by the person who provides the program.

- 32.2 The Board shall re-admit the pupil and inform the pupil in writing of the re-admission.
- 32.3 A pupil who is subject to a school expulsion may apply in writing to the Board to be re-assigned to the school from which she/he was expelled, and the Board, in its sole discretion, may determine that a different school than the one from which the pupil was expelled is a more appropriate placement for the pupil.

33.0 Appeal of Board Decision to Expel

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

34.0 Monitoring & Review

- 34.1 Schools and their Safe Schools Teams have an important role in assisting with monitoring, review and improvement of the effectiveness of safe schools policies and procedures. Every two years schools are required to address issues of bullying, gender based violence, homophobia, sexual, racial and disability related harassment and inappropriate sexual behaviour in their school improvement plans and to evaluate the effectiveness of safe schools policies, procedures and programs through the use of school climate surveys.
- 34.2 Climate surveys shall be conducted by the school every two years to provide parents and/or guardians, school staff and pupils with an opportunity to anonymously evaluate and communicate their perception of school safety. Climate surveys shall include questions about bullying, harassment related to immutable characteristics including those protected by the Human Rights Code, gender-based violence, and sexual assault. Where possible, climate surveys shall be made available to pupils with cognitive disabilities in a form that might provide them with an opportunity to identify their perception of their safety. Pupils with other special needs shall be accommodated in order to provide them with an opportunity to respond to the climate survey.

35.0 Safe Schools Teams

- 35.1 Each school must have a safe schools team that is composed of at least one student (where appropriate), one parent, one teacher, one non-teaching staff member, one community partner and the principal. The chair must be a staff member. This could be a sub-committee of an existing school committee that can assume this role.
- 35.2 The results of climate surveys shall be shared with Safe School Teams in order to assist the Teams to build strategies in school improvement plans to improve the school climate deficits identified.

36.0 Delegation of Authority to Vice-Principal and Teacher-In-Charge

- 36.1 **Vice-Principals** may be delegated all authority under Part XIII of the *Education Act* except the final decision regarding a recommendation to the board to expel a student and the authority to suspend a student for six or more days. References in this Administrative Procedure to the Principal can be read as inclusive of the Principal's delegate.
- 36.2 **A teacher-in-charge** may be delegated authority by the Principal to receive Safe School Incident Report – Form I about suspension and expulsion infractions, from Board employees and transportation providers, in which case, the teacher-in-charge shall at the earliest opportunity inform the Principal and when the absence of the Principal might be for two or more days, the Superintendent.
- 36.3 A teacher-in-charge may be delegated authority to contact the police in an emergency or in the event of an incident requiring police involvement in accordance with the [P-ES 309 Police and School Board Protocol](#) and [AP-ES 309 Police and School Board Protocol](#).
- 36.4 A teacher-in-charge may be delegated authority by the Principal to conduct an investigation when an infraction has occurred requiring further information before action can be taken. When it appears that the incident might attract discipline in the form of suspension or expulsion, the teacher-in-charge shall NOT proceed to investigate, but shall at the earliest opportunity provide the Principal, and in the absence of the Principal for two or more days, the superintendent, with a detailed written and oral account of the steps taken and information

determined up to that point.

- 36.5 All incidents on school property occurring during a school related activity or having an impact on school climate that might result in suspension or suspension and a recommendation for expulsion shall be reported by the teacher-in-charge to the Principal, or in the Principal's absence, at the earliest opportunity, and in the absence of the Principal for two or more days, the superintendent.
- 36.6 In such circumstances, the teacher-in-charge may be delegated authority to provide information to the parent and/or guardian of a pupil and where the Principal is NOT of the opinion that informing the parent and/or guardian would put the pupil at risk of harm, about the fact that harm has been caused and the nature of the harm that has occurred. The teacher-in-charge shall also inform the parent and/or guardian that, at the earliest opportunity, an administrator will contact the parent and/or guardian to provide further information about the activity causing harm and the steps that will be taken to support the victim and ensure the victim's safety.
- 36.7 A teacher-in-charge shall NOT be delegated authority to share with the parent and/or guardian of a victim the name of the suspected perpetrators and/or the discipline measures that might be taken by the school to address the infraction.
- 36.8 The teacher-in-charge may be delegated authority to consider and implement progressive discipline measures following the investigation of an incident, which has occurred on school property, during a school activity, or in circumstances having an impact on the school climate, that by its nature does not require the Principal to consider imposing a suspension and does not require the Principal to consider imposing a suspension pending an inquiry for the purposes of recommending an expulsion.
- 36.9 A teacher-in-charge shall not be delegated authority to suspend and/or expel a pupil.
- 36.10 If at any time the teacher-in-charge is uncertain or uncomfortable about the duties that have been delegated and/or the possible application of the Human Rights Code, s/he should take immediate steps to contact a principal . In emergency circumstances, where a principal is not available, the teacher-in-charge shall contact the Superintendent, then Director or emergency administrator who has been identified as a resource.

- 36.11 Prior written notice identifying the authority being delegated to the designate, the timeframe for the delegation of the authority and the resources available to the teacher-in-charge must be provided prior to the teacher being in charge.
- 36.12 When a designate has been identified to assume duties for a particular time frame, communication shall be provided to all staff members of the school, who are anticipated to be in attendance during the particular timeframe, identifying the name of the teacher-in-charge and the timeframe for the administration's absence, prior to the delegation.

Appendix A - Forms

“All forms referenced in this administrative procedure can be accessed on the Safe Schools Section on the Ministry of Education Website”

[Safe and Accepting School Policies](#)