

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS				
<i>Management Guideline</i>	PROGRESSIVE	DISCIPLINE	AND	SCHOOL SAFETY	
	PROCEDURES				
<i>Applicable Policy</i>	PROGRESSIVE	DISCIPLINE	AND	SCHOOL SAFETY	535
	PROCEDURES				
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“Daily care” a person with daily care is an adult person (18 years or older) who is not the custodial parent/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.

“Digital Communication” means to communicate with another person electronically to exchange information on any electronic device. This includes but is not limited to communication through text messaging, messaging applications, phone conversations, chat rooms, sharing of pictures, e-mail, social media sites (such as Facebook, Twitter, Instagram, Snapchat etc) or any other method that allows one person to communicate with another person using an electronic device.

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

“Disproportionate impact” is created when discipline impacts a pupil to a greater degree in comparison to their peers as a result of factors related to grounds protected by the *Human Rights Code*.

“Harassment” 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 behavior 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*.

“Manifestation of a pupil’s disability”
that a pupil does not intend.

“Parent/guardian” where there is a reference to involving or informing a parent/guardian it means the custodial parent or guardian of a minor child who is not an Adult Pupil.

“Immutable Characteristic” are characteristics that an individual cannot change or that an individual cannot alter about themselves, such as height.

“Impact on school climate” - an incident or activity which has a negative impact on the school community.

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“School expulsion” is an expulsion from the school of the Board that the pupil was attending at the time of the incident.

“Superintendent” shall be consistent with and have the meaning attributed to Supervisory Officer in the *Education Act* and regulations.

“Superintendent Responsible for Student Discipline” means the supervisory officer delegated authority regarding procedural issues related to suspension appeals and expulsions.

“Teacher-in-Charge” – is a teacher delegated authority by the principal to undertake specified duties with respect to pupil discipline in the absence of administration.

“Undue Hardship” is the standard for the provision of accommodation, or point to which accommodation must be provided, for a specific pupil by the Board.

“Weapon” is any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

1.0 Progressive Discipline

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.

Prevention and early intervention are important for assisting pupils to achieve their potential and for maintaining a positive school environment. A positive school environment is effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of the school community in the life of the school.

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, vice-principals and teachers-in-charge consult with parents prior to imposing any pupil specific progressive discipline preventative measures, positive behaviour management strategies or progressive discipline consequences.

Each school is required to develop and implement a school-wide progressive discipline policy, consistent with the Board Progressive Discipline Policy and Management Guidelines and the *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 those targeted by bullying behaviours; and (3) reporting requirements (please refer to the Bullying Prevention Policy and Procedures). In addition, teaching strategies should include a focus on developing healthy relationships by including bullying prevention throughout the curriculum, preventing homophobia, racism, gender based violence, sexual harassment, inappropriate sexual behaviour, as well as promoting the appropriate use of all digital and internet communications

related needs, the interventions, supports and consequences must be consistent with the expectations for the pupil, including ,
Behaviour Success Plan.
should be referenced for interventions and supports.

Progressive discipline includes the use of early and ongoing prevention, intervention
parent(s)/guardian(s) should be actively engaged in the progressive discipline approach.

1.1 Prevention Strategies

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.

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 facilitates, and telecommunications forums, such as a help-phone-line or website, that the pupil may access directly for information, assistance and/or support in an effort to promote and/or develop healthy relationships. Appendix 14.

In accordance with Policy Program Memorandum 149, 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 racism, gender based violence, sexual assault, homophobia and inappropriate sexual behaviour. A current list of community contacts will be created and maintained electronically

internet and intranet websites. A Protocol

Promoting healthy student relationships; and
Promoting healthy lifestyles.

1.2 Positive Practices

In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support pupils to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Positive behaviour management practices include:

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

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 and including expulsion from all schools of the Board.

In circumstances where a pupil will receive a consequence for their 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

parents/guardians should be consulted.

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

- Name of the pupil;
- Date of the incident or behaviour;
- Nature of the incident or behaviour;
- Progressive discipline approach used;
- Outcome; and/or
- Conta

1.4 Addressing Inappropriate Behaviour

If a pupil has displayed inappropriate behaviour the principal or vice-principal 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.

Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community.

Inappropriate behaviour may also include, but is not limited to, one of the following infractions for which a suspension may be imposed:

- 1.4.1 Any act considered by the principal to be injurious to the moral tone of the school;
- 1.4.2 Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; and
- 1.4.3 Any act considered by the principal to be contrary to the Board or school Code of Conduct.

If a pupil has engaged in inappropriate behaviour and it is the first time that the pupil has engaged in such behaviour, the principal or designate may choose to use a progressive discipline strategy to address the infraction.

Interventions may include:

- Referral to a community agency for anger management or substance abuse, counselling/intervention;

the point of undue hardship is required.

In all cases where a progressive discipline consequence is being considered to address an inappropriate behaviour, the principal or vice-principal must:

- 1.5.1 Consider the particular pupil and circumstances, including considering the mitigating or other factors;
- 1.5.2 Consider the nature and severity of the behaviour;
- 1.5.3 Consider the impact of the inappropriate behaviour on the school climate; and
- 1.5.4 (pupil).

1.6 Mitigating Factors

The mitigating factors to be considered by the principal before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are:

- 1.6.1 Whether the pupil has the ability to control their behaviour;
- 1.6.2 Whether the pupil has the ability to understand the foreseeable consequences of their behaviour; and
- 1.6.3 create an unacceptable risk to the safety of any other individual at the school.

Other Factors to be Considered

- 1.6.4 discipline and personal history;
- 1.6.5 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;
- 1.6.6. 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;
- 1.6.7 The impact of the respects for further education;
- 1.6.8
- 1.6.9 Where the pupil has an IEP or disability related needs,
 - a) Whether the behaviour causing the incident was a manifestation of
 - b) Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
 - c) Whether a suspension is likely to result in aggravating or worsening result in a greater likelihood of further inappropriate conduct; and
- 1.6.10 unacceptable risk to the safety of anyone in the school.

the safety of others in the school, then a progressive discipline approach may not be appropriate.

Exclusion from the school pursuant to section 265(1)(m) of the *Education Act* is not acceptable for discipline purposes or as an alternative to discipline, and may

only be effected following consultation with the superintendent and in accordance with the *Education Act* and consistent with the *Human Rights Code*.

1.7 Record

The principal or vice-principal should keep a record for each pupil with whom progressive discipline approach(es) are utilized. The record should include:

- Name of the pupil;
- Date of the incident or behaviour;
- Nature of the incident or behaviour;
- Considerations taken into account;
- Progressive discipline approach used;
- Outcome; and

2.0 *Responding to Incidents*

The Board is committed to supporting safe learning and teaching environments in which every pupil can reach their full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial, Board and school Codes of Conduct, which includes, but is not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as any other behaviour, such as bullying, swearing, malicious gossip, name-calling, sexist, homophobic or racial slurs, comments, jokes or teasing and defamatory or discriminatory

3.2 The infractions for which a principal may consider recommending to the Board

behaviour leads to a suspension/expulsion is for the principal to determine, not for the staff to weigh.

Ministry policy states that 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

as a result of the incident and/or other similar incidents. Where the pupil(s) disciplined shall no longer be attending the same school as the harmed individual, this fact may be confirmed.

In addition, where the harmed individual has been harassed, bullied or suffered violence because of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*, or has been sexually assaulted, the principal or vice-principal shall share contact information about professional supports such as community agencies, public health facilities and telecommunications forums, such as a help-phone-line or website, that the harmed individual and their parent/guardian may access for information, assistance and support. The principal or vice-principal shall, as appropriate, recommend a referral for the pupil to receive social work support.

A written list of community contacts will be made available to the harmed individual and/or their parent/guardian. This list shall also be available on the harmed individual requires support for linguistic, ethno-cultural or disability related needs, information about community supports that are available shall also be shared with the harmed individual and/or their parent/guardian in a form accessible to the parent/guardian.

The information about supports for the pupil provided to the parent/guardian shall be summarized in written form, which shall also include a copy of the contact information for the superintendent. A copy of the written summary, including a copy of any Student Behaviour Success Plan, shall be provided to the parent/guardian and the superintendent.

The principal or vice-principal shall also inform the parent/guardian that, if the parent/guardian is NOT satisfied with the measures being taken to protect and support the harmed individual, the parent/guardian may contact the superintendent to request a review of the measures being taken by the school.

4.2 Not Notifying a Parent/Guardian

Where, in the opinion of principal/ vice-principal/teacher-in-charge, providing information to the parent/guardian would put the individual at risk of harm, such that notification would not be in the harmed individual's best interests, or where the individual is an adult pupil and does NOT consent to his/her parent/guardian being informed, the principal/vice-principal/teacher-in-charge shall not inform the parent/guardian. A teacher-in-charge shall report to the Administration at the earliest opportunity the reason(s) why notification was not provided to the parent/guardian. The principal or vice-principal shall:

- 4.2.1 Consider, as a result of the disclosure, whether or not the individual is a child in need of protection and, if so, make a report to the principal-
shall make a no-names call to CAS to inquire about the appropriateness of making a report;
- 4.2.2 document in the Student Information System why the parent/guardian was not notified;
- 4.2.3 inform his/her superintendent that the parent/guardian was not informed and why;
- 4.2.4 inform the teacher or other professional or para-professional staff person, if that individual informed the principal or vice-principal of the potential for harm, that the parent/guardian was not informed and why; and
- 4.2.5 inform other staff working to support the pupil, as appropriate.

Before applying any progressive discipline consequence, including suspension, the principal/vice-principal shall consider whether or not the progressive discipline consequence might have a disproportionate impact on a pupil protected by the *Human Rights Code*, including but not limited to race and whether or not accommodation to the point of undue hardship is required.

5.3 Mitigating Factors

The mitigating factors to be considered by the principal or vice-principal before deciding whether to impose a suspension are listed in 1.5 and 1.6 above.

If a pupil does not have the ability to control their behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal or vice-principal shall not suspend the pupil. Other progressive discipline and/or other intervention may be considered by the principal or vice-principal in such circumstances. If the pupil poses an unacceptable risk to the safety of others in the school, the principal shall consult with his/her superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety of pupils, staff, and others in the school.

5.4 Other Factors to be Considered

Where the pupil is able to control their behaviour and is able to understand the foreseeable consequences of their behaviour, the principal or vice-principal shall consider whether the factors listed in 1.6 above mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil.

5.5 Progressive Discipline

In reviewing whether progressive discipline approach(es) has/have been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure, the principal or vice-principal shall consider the following: the progressive discipline early and ongoing interventions used by staff to prevent unsafe or inappropriate behaviours, or a progressive discipline approach used by the principal or designate to address inappropriate behaviour for which a suspension could be imposed, all of which are listed above in 1.3 and 1.4.

5.6 Factors Mitigating Decision to Suspend

The mitigating and other factors, noted above, may be applied to mitigate the decision to suspend or may be applied to mitigate the length of the suspension imposed. In circumstances where one or more of the factors above mitigate the decision to apply a suspension as a form of discipline for the pupil, the principal or vice-principal may consider whether other progressive discipline and/or other intervention is appropriate in the circumstances.

5.7 Consultation

Before imposing a suspension of eleven (11) or more school days, the principal shall consult with the superintendent regarding:

5.7.1 Whether or not accommodation pursuant to the *Human Rights Code* has been considered, and where applicable, applied to the point of undue hardship;

5.7.2 The investigation undertaken;

5.7.3 The circumstances of the incident;

5.7.4 Whether or not one or more of the factors outlined above are applicable in the circumstances; and

5.7.5 The appropriate length of the suspension.

5.8 School Work

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.

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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.

5.9.7 Where the incident is a serious violent incident, including a credible threat to inflict serious bodily harm or vandalism causing extensive damage to Board property or property located on Board property, consideration should be given to filling out and filing a Violent Incident Form in the

attached as [Appendix 4](#)). The form is available to principals in the eBase system.

5.10 Alternative Suspension Program

Where a pupil has been suspended for six (6) or more school days the pupil will be provided with school work for the first five (5) school days or until the ASP commences, whichever is earlier, and will be assigned an alternative program for pupils subject to lengthy suspension (Alternative Suspension Program or ASP). The principal or vice-principal shall communicate to the adult pupil or parent/guardian the purpose and nature of the ASP.

A pupil cannot be compelled to participate in an ASP. Should the adult pupil or a pupil will continue to be provided with school work consistent with the Ontario

home for the duration of his/her suspension. This school work will be available at the school for pick-up or designate at regular intervals during the suspension period. When appropriate and possible, school work may be provided electronically through Edsby, or another electronic format satisfactory to all parties. In circumstances where the school work is not picked up, the principal should contact the adult pupil or the parent/guardian to determine whether the school work will be picked up. The principal should record the follow-up and response.

A Student Action Plan (SAP) shall be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in an ASP.

Agreement or refusal to participate in an ASP may be communicated to the school orally by the adult

principal or vice-principal shall record the date and time of such refusal.

5.11 Planning Meeting

For pupils subject to a suspension of six (6) or more school days who choose to participate in an ASP, the principal or vice-principal of the school shall hold a planning meeting for the purpose of developing the SAP.

- a) The adult pupil (where appropriate) as well as any appropriate teaching and support staff will be invited to

the meeting shall be invited for the purpose of providing input.

- b) The planning meeting will be scheduled to occur within two (2) school days of

the suspension. The adult pupil will participate in an ASP.

- c) able to participate in the planning meeting, the meeting will proceed in their absence and a copy of the SAP will be provided to them following the meeting.
- d) During the planning meeting the principal or vice-principal shall review the issues to be address

5.12 Student Action Plan

A pupil subject to suspension for eleven (11) or more school days shall be provided with both academic and non-academic supports, which shall be on of fewer than eleven (11) school days may be offered non-academic supports where such supports are appropriate and available.

- a) The SAP shall be developed under the direction of the principal of the school with assistance, as appropriate, from the principal of alternative programs, vice-principal of the school, guidance counsellor, special education teacher, classroom teacher, CYW and/or social worker.
- b) The principal will make every effort to complete the SAP within five (5) school days following th school that the pupil will participate in an ASP.
 - i) parent/guardian if they are unable to attend the planning meeting for the purpose of providing input.
 - ii) The principal must ensure that the pupil is provided with school work until the SAP is in place.
- c) parent/guardian and the pupil and all necessary staff to facilitate implementation.
- d) such time as it is no longer conducive to the improvement of instruction of the pupil.
- e) The SAP will identify:
 - The incident for which the pupil was suspended;
 - The progressive discipline steps taken prior to the suspension, if any;
 - Any other discipline measures imposed in addition to the suspension;
 - Any other disciplinary issues regarding the pupil that have been identified by the school;

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All suspension appeals will be received by the Superintendent Responsible for Student Discipline.

An appeal of a suspension does not stay the suspension.

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.

- An individual who appeals a suspension may argue that their rights pursuant to the *Human Rights Code* have been infringed.
- In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes his/her rights pursuant to the *Human Rights Code* have been infringed.

The board must hear and/or determine the appeal within fifteen (15) school

- a) The principal; and
- b) decision.

5.14 Suspension Appeal before the Discipline Committee of the Board

Suspension appeals will be heard orally, *in camera*, by the Discipline Committee of Trustees. The Discipline Committee may grant a person with daily care the authority to make parent/guardian may bring legal counsel, an advocate or support person with them to the appeal.

5.14.1 The appellant and/or the person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired.

5.14.2 The pupil will be asked to make a statement on their own behalf.

5.14.3 The superintendent for the school and/or the principal will make oral submissions on behalf of the administration, including a response to any

superintendent/principal may rely on the report prepared for the Discipline Committee.

5.14.4 The appellant may make further submissions addressing issues raised in the appellant.

5.14.5 The Discipline Committee may ask any party, or the pupil, where appropriate, questions of clarification.

Adult pupils or a attend with an advocate/agent or the support of a community member

Legal counsel for the Board may be present at the appeal if the appellant is represented by legal counsel or an agent.

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/or direction, a Trustee may call for the assistance of a police officer to enforce any such order or direction.

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.

The Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether or not the consequence might have a disproportionate impact on a pupil protected by the *Human Rights Code*,

the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.

The principal shall also contact the police consistent with the Police and School Response Protocol if the infraction the pupil is suspected of committing requires such contact. The principal shall consult with their superintendent.

The enumerated activities are listed in 3.2 above.

6.1 Mitigating Factors and Other Factors

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.

The principal will make every effort to consult with the pupil, where appropriate, identify whether any mitigating factors might apply in the circumstances. However, despite consultation, the identification of mitigating and other factors remains the responsibility of the principal. See 1.5 and 1.6 above.

An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act* Exclusion Policy and Exclusion Procedures and consistent with the *Human Rights Code*. A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure.

purpose and nature of the ASP. The process is the same as outlined above in 5.10.

6.5 Planning Meeting

For pupils subject to a suspension pending an investigation to determine whether to recommend an

referred to the Discipline Committee on a recommendation for expulsion, which are listed in 1.6.4-1.6.10 above.

6.10 Progressive Discipline

In reviewing whether progressive discipline approach(es) has/have been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure, the principal will consider the following: the preventative strategies and positive practices used by school staff and administration, which are listed in 1.1 and 1.2 above. As well, the review should consider the progressive discipline early and ongoing interventions used by staff to prevent unsafe or inappropriate behaviours, or a progressive discipline approach used by the principal or designate to address inappropriate behaviour for which a suspension could be imposed, all of which are listed above in 1.3 and 1.4.

6.11 Consultation

Before making a decision the principal will make every effort to consult with the

6.12 Decision Not to Recommend Expulsion

Following the investigation and consideration of the mitigating and other factors

expulsion to the Discipline Committee to be heard within twenty (20) school days from the date the principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

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

6.13.1 Prepare a report to be submitted to the Discipline Committee and provide pupil

is an adult pupil) prior to the hearing. The report will include;

- a) A summary of the findings the principal made in the investigation;
- b) An analysis of which, if any, mitigating or other factors or *Human Rights Code* related grounds might be applicable;
- c) A recommendation of whether the expulsion should be from the school or from the Board; and
- d) A recommendation regarding the type of school that would benefit the pupil if the pupil is subject to a school expulsion, or the type of program that might benefit the pupil if the pupil is subject to a Board expulsion.

6.13.2 Provide written notice of the expulsion hearing to the adult pupil or the

- a) A statement that the pupil is being referred to the Discipline Committee to determine whether the pupil will be expelled for the activity that resulted in suspension;
- b) before the Discipline Committee;
- c) A copy of the Board Code of Conduct and school Code of Conduct;
- d) A copy of the suspension letter;
- e) A statement that the pupil and/or their parent/guardian has the right to
- f) Information about the procedures and possible outcomes of the expulsion hearing, including that:
 - i) If the Discipline Committee does not expel the pupil they will either confirm, confirm and shorten, or withdraw the suspension;
 - ii) Parties have the right to make submissions with respect to the suspension;
 - iii) Any decision with respect to the suspension is final and cannot be appealed;
 - iv) If the pupil is expelled from the school, they will be assigned to another school;
 - v) If the pupil is expelled from the Board, they will be assigned to a program for expelled pupils;
 - vi) If the pupil is expelled there is a right of appeal to the Child and Family Services Review Board.
- g) The name and contact information for the Superintendent Responsible for Student Discipline. ([Appendix 11](#))

6.14 The Superintendent will:

6.14.1 Advise the Superintendent Responsible for Student Discipline and the Trustee(s) for the school involved of the general details of the incident, including actions taken or pending; and

6.14.2

Superintendent Responsible for Student Discipline.

6.15 The Superintendent Responsible for Student Discipline:

Where the Discipline Committee decides to impose a school expulsion, then the Discipline Committee must assign the pupil to another school. The requirements of school transfers set out in these procedures shall apply.

Where the Discipline Committee decides to impose a Board expulsion, then the Discipline Committee must assign the pupil to a program for expelled pupils.

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

- a) The reason for the expulsion;
- b) A statement indicating whether the expulsion is a school expulsion or a Board expulsion;
- c) Information about the school or program to which the pupil has been assigned; and
- d) Information about the right to appeal the expulsion, including the steps to be taken. ([Appendices 13A and 13B](#))

Once the principal of alternative programs has received notice that a pupil has been expelled, they policy and procedures for programs for expelled pupils.

An expelled pupil is a pupil of the Board, even where they attend a program for expelled pupils at another school board, unless they do not attend the program or registers at another school board.

6.19 Re-entry Requirements Following an Expulsion

A pupil who is subject to a Board expulsion is entitled to apply in writing for re-admission to a school of the Board once

An individual who appeals an expulsion may argue that their rights pursuant to the *Human Rights Code* have been infringed.

In addition, a separate right to apply to the Human Rights Tribunal of Ontario exists where an individual believes their rights pursuant to the *Human Rights Code* have been infringed.

The decision of the Child and Family Services Review Board is final.

7.0. Exclusion

A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure, as an alternative to discipline.

An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act*

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. Safe School Teams must include one non-teaching staff member and the chair of the team must be a staff member, and may be the principal or vice-principal.

9.0 Delegation of Authority

Whenever possible, the Board will attempt to have an administrator present on school property.

A principal may delegate authority for discipline matters to a vice-principal or teacher-in-charge. A teacher-in-charge will only come into effect if there are no administrators present on school property. Those who are delegated authority for discipline matters must respect and implement their duties and decisions as required by the *Education Act*, Board policies and procedures and the *Human Rights Code* of Ontario.

9.1 Delegation of Authority to a Vice-Principal

Vice-principals may be delegated authority by the principal to receive oral and written reports of suspension and expulsion infractions from Board employees and transportation providers in accordance with this procedure, and to report infractions to the Police in accordance with the Police and School Response Protocol.

Vice-principals may be delegated authority by the principal to conduct an investigation and/or inquiry when an infraction has occurred requiring further information before further action can be taken.

A vice-principal may be delegated authority to consider and implement progressive discipline measures following the investigation of an incident, which has occurred on school property, or during a school activity or in circumstances having an impact on the school climate and 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.

A vice-principal may be delegated authority to impose a suspension of five (5) or fewer days in accordance with these procedures.

A vice-principal may be delegated authority to create and facilitate all aspects of the Student Action Plan process when a pupil has been suspended for five (5) or more days or when a pupil who is referred to the Discipline Committee of the Board for expulsion.

A vice-principal may be delegated authority to notify a parent/guardian of a pupil who has been harmed in an incident in accordance with the notification provisions outlined in these procedures, including an incident that might lead to a suspension.

transferred to another school in accordance with these procedures following an incident. The vice-principal may also be delegated responsibility for organizing and conducting the transfer meeting.

Authority delegated to the vice-principal shall be identified in writing in documentation identifying all of the vice-
within the school, and may include one or more of the following:

- 9.1.1 Receive reports about suspension and expulsion infractions from Board employees and transportation providers;
- 9.1.2 Contact police in accordance with the Police and School Response Protocol;
- 9.1.3 Conduct investigations and inquiries;
- 9.1.4 C

