

<p>PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR</p>	<p>AS 29.0 Section A June 2014</p>
<p><u>ADMINISTRATIVE PROCEDURES AND GUIDING PRINCIPLES</u></p> <p>The Nipissing-Parry Sound Catholic District School Board expects that all members of the school community will demonstrate a commitment to promote and support positive student behaviour and a healthy school climate that is a safe, inclusive and accepting learning and teaching environment in which every student can reach his or her full potential.</p> <p>In this regard, the Board will:</p> <ul style="list-style-type: none"> • provide the elements of a safe and welcoming environment based on Gospel values which promote a sense of belonging in order that every student can reach their full potential; • implement of a whole-school approach which involves the development of respectful and caring relationships between staff, between students, and between staff and students and in which all aspects of Catholic school life are embedded in this approach (curriculum, school climate, teaching practices, policies, and procedures). • ensure that all members of the Catholic school community, particularly students and parents, have access to information about progressive discipline; • require schools to use progressive discipline as a common and standard practice rooted in Catholic teachings of justice, responsibility and reconciliation to build up the reign of God; • ensure that a Principal conducts an investigation prior to determining the consequences to a student for inappropriate behaviour in accordance with legislated and professional standards which support wise decision making and justice; • provide support to students and their families affected by bullying or acts of violence (i.e. restorative justice); • support and protect students who have been bullied or affected by violence; • ensure that in-school disciplinary alternatives are created as steps in a progressive discipline framework with a goal of avoiding suspensions or expulsions, if possible. Despite this being our goal, there are situations which may require a suspension or expulsion for the learning of the student who committed the unacceptable act and the safety of the Catholic school community. This procedure will be based on the principles of progressive discipline and will include but is not limited to: <ul style="list-style-type: none"> ○ contact with the pupil's parent(s)/guardian(s); ○ oral reminders; ○ review of expectations; ○ written work assignment with a learning component; ○ peer mentoring; ○ detention; ○ peer mediation; 	

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<ul style="list-style-type: none">○ restorative justice;○ referrals for consultation; and○ transfer. <ul style="list-style-type: none">• violence prevention be incorporated into all aspects of the curriculum, into the culture of each school, and into the interactions among all staff and students;• provide early and ongoing identification, intervention, and counselling programs for students at risk of presenting social behaviour problems;• have a Code of Conduct approved by the Board (through the Superintendent of Education) that communicates to all members of the school community the types of acceptable behaviour expected from them, and the consequences of unacceptable behaviour;• respond to all violent incidents effectively, consistently and fairly, by following the procedures and guidelines established by the Board in collaboration with the schools and the community for dealing with a range of violent incidents;• provide opportunities for all staff to acquire the knowledge, skills and values necessary to develop and maintain a safe school environment. <p>Note: The Board recognizes and accepts the authority of the Magisterium of the Roman Catholic Church in respect of matters of faith and morals, as it is entitled to do so under Section 93(1) of the Constitution Act, 1867. The teaching of the Church will be taken into account in the interpretation and application of this policy, related procedures, and codes of behaviour adopted in each of the schools of the Board. Nothing in this policy and related procedures is intended to compromise the teachings of the Church or the constitutional rights of the school board and the class of the persons it represents.</p> <p>Expectations The environment in each school will reflect:</p> <ul style="list-style-type: none">• a climate free of abuse, bullying, intimidation, discrimination, and distraction;• facilities that are physically safe;• a sense of responsibility, empowerment, and ownership in a committed partnership with students, staff, parents/guardians, and the community, promoting the self-worth and value of all its members. <p><u>MONITORING & REVIEW</u></p> <p>Schools and their Safe and Accepting Schools Team have an important role in assisting with monitoring, review and improvement of the effectiveness of Safe Schools policies and procedure.</p>	

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Note: The role of the Safe and Accepting School Team may be fulfilled by the Catholic School Council (CSAC).

Every two years schools are required to address school climate issues in their school improvement plans to evaluate the effectiveness of safe schools policies, procedures and programs through the use of anonymous school climate surveys.

Climate surveys shall be conducted by the school every two years to provide parents, 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.

The results of climate surveys shall be shared with Safe and Accepting School Teams in order to assist the Teams to build strategies in school improvement plans to improve the school climate deficits identified. Safe and Accepting School Teams must include one non-teaching staff member, a parent, a Principal and the chair of the team must be a staff member, and may be the Principal or Vice-Principal. Where appropriate schools are also encouraged to invite a student representative on the team.

PREVENTION AND AWARENESS RAISING

In order to promote a positive Catholic school climate, members of the school community will have the opportunity to increase their knowledge and understanding of such issues as bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use. Ontario's curriculum provides many opportunities for students to develop an understanding of these topics and the skills to make safe and healthy choices.

Programs such as catechesis rooted in the Religious and Family Life education programs, bullying prevention, social skills programs, Sunbeams, Rainbows, as well as other positive activities designed to promote the building of healthy relationships and appropriate behaviours will be in place in our schools.

Generally, prevention measures and initiatives are either school wide or shaped specifically to address a concern within a class or at a grade level. Catholic schools have prevention and intervention strategies to support the development of a child toward adulthood and to foster a positive school climate that supports academic achievement as well as faith and moral development for all students. Catholic schools focus on prevention and early intervention as key to maintaining a positive school environment so that all students can learn.

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A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a Catholic school. The very ministry of the Catholic school is rooted and flows from the relationships between home, school and parish. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm. A positive climate exists when all members of the Catholic school community feel safe, comfortable, and accepted.

Programs such as *Second Step*, the *Virtues* program, *Steps to Respect* and activities that focus on the building of healthy relationships, and positive peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive strategies and empowerment programs are the basis for creating a positive school climate.

In addition to teachers and administrators, all other support staff play an important role in supporting students and contributing to a positive learning and teaching environment. A positive school climate also includes the participation of the school community, including parents, parish members as well as the broader community, which can have a major impact on the success of all students in the school.

The Board will implement a continuum of preventative strategies and empowerment programs rooted in the catechetical programs which focus on:

- Bullying and violence prevention programs
- Mentorship program
- Student success strategies
- Alternative dispute resolution
- Healthy lifestyles and relationships
- Student leadership
- Catholic virtues
- Restorative Justice
- Reconciliation
- Peer Mediation

Further, the Board will ensure that for students with special needs who exhibit behaviours that could endanger themselves or others, include a safety plan in their IEP.

The Board recognizes the importance of actively promoting and supporting those appropriate and positive behaviours that create and sustain a positive learning environment. When inappropriate behaviour occurs, schools look at and employ a range of consequences that are developmentally appropriate with the opportunity for the individual to learn from mistakes, focus on improving behaviour and create opportunities for reconciliation to occur. Schools work in collaboration with parents/guardians and maintain communication through meetings, reports or phone calls about student behaviour and learning. Additionally, school teams of administration, educators and professional staff meet to review student learning and behaviour to implement a pyramid of interventions designed to redirect negative student behaviour so that it supports the student's learning more successfully and provides the student with the knowledge, skills, values, attitudes and actions to achieve the Catholic School Graduate Expectations:

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<p><u>PROGRESSIVE DISCIPLINE</u></p> <p>Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive. A Catholic School is challenged to ensure that while appropriate consequences are in place should a serious behaviour occur, the school must take measures which leave open the possibility of conversation and reconciliation. The school must never give the student the message that they have given up on the student. Catholic schools utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.</p> <p>In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.</p> <p>For students with special education needs, interventions, supports, and consequences must be consistent with the student’s strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP). At times, the impact of a student’s behaviour even with the accommodations and/or modifications of the IEP may be so extreme as to warrant a suspension, expulsion or exclusion from the school.</p> <p>Schools are expected to actively engage parents in the progressive discipline approach. A progressive discipline approach includes the use of early and ongoing intervention strategies and strategies to address inappropriate behaviour, which are described below.</p> <p>Positive Practices</p> <p>In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, inclusive and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices:</p> <ul style="list-style-type: none"> • Anti-bullying and violence prevention programs; • Mentorship programs; • Student success strategies; • Character virtues education; • Citizenship development; • Student leadership; • Universal programs; • Promoting healthy student relationships; and • Healthy lifestyles. 	

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<p>Positive behaviour management practices include:</p> <ul style="list-style-type: none"> • Program modifications or accommodations; • Class placement; • Positive encouragement and reinforcement; • Individual, peer and group counselling; • Conflict resolution / Dispute resolution; • Mentorship programs; • Promotion of healthy student relationships; • Sensitivity programs; • Safety Plans; • School, Board and community support programs; • Student success strategies; and • Behaviour plans. <p>Ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour. For example, ongoing interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> • Meetings with parents • Volunteer service to the school community • Conflict mediation • Peer mentoring • Sensitivity program • Behaviour plans, and/or • Referral to counselling. <p>Strategies for Addressing Inappropriate Behaviour</p> <p>When inappropriate behaviour occurs, schools should utilize a range of interventions, supports, and consequences that are developmentally appropriate, and should include opportunities for students to focus on improving behaviour. Consequences for inappropriate behaviour may include, but are not limited to:</p> <ul style="list-style-type: none"> • meeting with the parent(s)/guardian(s), student, and principal; • referral to the Behaviour Management Team and/or community agencies; • detentions or loss of privileges; • withdrawal from class; • restitution for damages; • restorative practices; and/or • transfer (requires Superintendent consultation). <p>In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:</p> <ul style="list-style-type: none"> • the particular student and circumstances (e.g., student’s academic reports, student’s behavioural history, mitigating or other factors); • the nature and severity of the behaviour; • the impact on the school climate (i.e., the relationships within the school community, the degree of risk for further harm). 	

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MITIGATING FACTORS AND OTHER FACTORS

In considering whether to suspend a pupil or whether to recommend to the Board that a pupil be expelled, a principal will take into account any mitigating factors or other factors prescribed by the regulations.

Mitigating Factors

Pursuant to the *Suspension and Expulsion of Pupils Regulation*, for the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the *Education Act*, the following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors

For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the *Education Act*, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or expulsion would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

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<p>Building Partnerships Community agencies are resources that the Board uses to deliver prevention or intervention programs (e.g., early and ongoing intervention strategies). Protocols between the Board and community agencies are effective ways to establish linkages and to formalize the relationship between them. These protocols facilitate the delivery of prevention and intervention programs, the use of referral processes, and the provision of services and support for students and their parents and families. Where such protocols already exist, they will be reviewed, and where they do not, protocols will be developed to increase the Board’s capacity to respond to the needs of students.</p> <p>The Board will, wherever possible, collaborate to provide coordinated prevention and intervention programs and services and, where possible, share effective practices.</p> <p>Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community may be created.</p> <p>Professional Development Strategies for Administrators, Teachers, and Other School Staff The Board will ensure that administrators, teachers and educational assistants are aware of the Board’s policy on progressive discipline.</p> <p>The training will address the fact that building a supportive learning environment through appropriate interactions between all members of the school community is the responsibility of all staff.</p> <p>The Board will support ongoing training for teachers and administrators through such opportunities as new-teacher induction programs, staff meetings, Principals’ meetings and other professional development opportunities to create and sustain a safe teaching and learning environment.</p> <p>Training should include opportunities for teachers to explore curriculum connections related to bullying prevention, social and emotional skills (e.g., interpersonal skills, personal-management skills), and critical and creative thinking skills to help students develop healthy relationships.</p> <p>Communication Strategy For a progressive discipline approach to be effective, it is important that all members of the school community, including teachers, support staff, students, and parents, understand and support the progressive discipline approach. The Board will communicate policies and procedures to all students, parents, staff members, and school council members through its website</p>	

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<p>Responding to Incidents</p> <p>Board employees who work directly with students – including administrators, teachers, and other school staff – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event, if, in the employee’s opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the <i>Education Act</i> and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti or vandalism.</p> <p>Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and asking the student to correct the behaviour (e.g. to apologize for a hurtful comment and/or to rephrase a comment). By responding in this way, Board employees immediately address inappropriate student behaviour that may have a negative impact on the school climate. When Board employees are aware that an incident involves a student with special education needs, they are expected to respond in a way that takes into account information in the student’s individual education plan.</p> <p>Ontario Regulation 472/07 specifies that Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person. However, serious student incidents must be reported to the Principal and confirmed in writing. For other incidents, where suspensions or expulsion would not be considered but Board employees feel it is not safe to respond, they will be expected to inform the Principal verbally as soon as possible. For example, Board employees would not be required to respond if it would mean putting themselves or a student in an unsafe situation.</p> <p>Disclosure of Student’s Personal Information</p> <p>Given their obligation to respond to serious student incidents and all inappropriate and disrespectful student behaviour that is likely to have a negative impact on the school climate, Board employees (including occasional employees) who work directly with students may need to know, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented in the Ontario Student Record (OSR). Principals are only permitted to share information documented in the OSR with Board employees who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, Principals may share only the necessary information pertaining to behaviour that may present risk of physical harm.</p>	

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<p>Supports for Students</p> <p>The Board provides supports 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. Supports may be provided by employees of the Board, through Board programs and resource personnel, or through community-based service providers, including social service agencies and mental health services.</p> <p>In responding to any incident, Board employees who work directly with students must act in a timely, sensitive, and supportive manner. They are expected to support students – including those who disclose or report incidents and those who wish to discuss issues of healthy relationships, gender identity, and sexuality – by providing them with contact information about professional supports that are available in the community.</p> <p>Notification of Parents</p> <p>Principals must notify the parents of students who have been harmed as the result of a serious student incident, including bullying and cyber-bullying. The Principal shall disclose the following information:</p> <ul style="list-style-type: none"> • the nature of the activity that resulted in harm to the student; • the nature of the harm to the student; • the steps taken to protect the student’s safety, including the nature of any disciplinary measures taken in response to the activity; and • the supports that will be provided for the student in response to the harm that resulted from the activity. <p>Principals must also notify the parents of students who have engaged in serious student incidents, including bullying and cyber-bullying. Principals shall disclose the following information:</p> <ul style="list-style-type: none"> • the nature of the activity that resulted in harm to the other student; • the nature of the harm to the other student; • the nature of any disciplinary measures taken in response to the activity; and • the supports that will be provided for the student in response to his or her engagement in the activity. <p>When notifying parents of these incidents, the Principal must invite parents to have a discussion with him or her about the supports that will be provided for their child.</p> <p>Notwithstanding the above, a Principal shall not notify a parent if, in the opinion of the Principal, doing so would put the student at risk from harm from the parent, such that parental notification is not in the student’s best interest. In such a case, the Principal must:</p> <ul style="list-style-type: none"> • document the rationale for this decision and notify both the teacher who reported the incident, as well as the appropriate supervisory officer; • inform other Board employees of the decision, if appropriate; and 	

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- refer students to Board resources or community-based service providers that can provide the appropriate type of confidential support when parents are not called.

All Board employees, in those circumstances where there is reason to believe that a student may be in need of protection, must call the Children's Aid Society in accordance with the requirements of the Child and Family Services Act.

School Transfers Related to School Safety

In cases where students are being transferred to another school in order to preserve school safety, boards are required to coordinate a "transfer meeting" between the school from which the student is being transferred and the receiving school. In cases where the transfer is necessary to protect a student, it is preferable that the student who has been harmed not be moved. The purpose of the transfer meeting is to put in place a transition strategy to identify any additional supports and resources that the student may require.

The meeting must include the teachers and other school staff that will have regular direct contact with the student. The student that is being moved and his or her parents should also be invited to the transfer meeting. Schools must make reasonable efforts to accommodate parent participation at this meeting. The transfer meeting must occur prior to the day or on the day the student is transferred. When the meeting occurs on the day the student is transferred, it must occur before the student attends class. The receiving school must also be in possession of the student's OSR prior to the occurrence of the transfer meeting, and the OSR must be available to be consulted at the meeting.

Prior to the start of the transition meeting, the Principal must inform all staff in attendance that they must treat any information about the student and the incident disclosed at the meeting as confidential.

Reporting Student Incidents to the Principal (Appendix A)

The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

An employee of the board who becomes aware that a student at a school of the board may have engaged in a serious student incident shall report the matter to the principal as soon as reasonably possible. 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 no later than the end of the school day.

In cases where an immediate action is required, a verbal report to the principal may be made. A written report must be made when it is safe to do so.

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In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the *Education Act*. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him- or herself or to others.

All employee reports, including those made to the Principal verbally, must be confirmed in writing, using the "Safe Schools Incident Reporting Form – Part I" (located in eForms). Where the Principal is the sole witness to an incident, the Principal is similarly required to use the reporting form to confirm in writing what he or she witnessed. Each report should be assigned a number for filing and retrieval purposes.

The Principal must investigate all reports submitted by board employees. Once the investigation is complete, the principal must communicate the results of the investigation to the teacher who made the report using "Safe Schools Incident Report Form – Part II" located in eForms. 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. Communication between the Principal and school staff about the investigation and the results of the investigation is a shared responsibility, and is an important factor in meeting student needs and fostering collaboration in the school.

The Principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation. This information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.

In all cases, the Principal must provide the employee who reported the incident with written acknowledgement, using the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the Principal, the Principal is not required to retain the report. Information that could identify the student(s) involved must not be part of the acknowledgement.

In addition to employees of the board, third parties, specified below, who are under contract or agreement with the board are required to report such incidents in writing to the principal of the school. The requirements for boards are as follows:

- Boards are required to include reporting requirements for school bus drivers in their transportation policies and contracts.
- Boards are required to include reporting requirements for employees and contractors as a condition in their agreements with third-party operators who are providing before- and/or after-school programs for Full-Day Kindergarten on the school site in accordance with Ontario Regulation 221/11, "Extended Day and Third Party Programs", made under the *Education Act*.

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Early childhood educators in board-operated extended-day programs, as well as employees and contractors of third-party operators as described above, must report to the principal as soon as reasonably possible. Boards are expected to provide information to these third-party operators on how to complete the "Safe Schools Incident Reporting Form – Part I".

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 documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who engaged in the activity and students who have been harmed – must be removed from the form before it is filed.

Where the Principal has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in the activity and students who have been harmed – must be removed from the form before it is filed.

In the case of the student who has been harmed, no information about the incident must be placed in his or her OSR, unless that student's parents expressly request that it be placed in the OSR.

In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.

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 form must be retained in that student's OSR for:

- 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;
- three years, if the student was suspended for the violent incident;
- five years, if the student was expelled for the violent incident.

For non-violent incidents, if no further action is taken by the principal, the principal is not required to retain the report.

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<p><u>DELEGATION OF AUTHORITY REGARDING DISCIPLINE (see Appendix B)</u></p> <p>Whenever possible, the Board will attempt to have an administrator present on school property.</p> <p>A principal may delegate authority for discipline matters to a vice-principal or teacher-in-charge in accordance with the Board's procedures. A delegation of authority to 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 <i>Education Act</i>, Board policies and procedures and the <i>Human Rights Code</i> of Ontario.</p> <p>Vice-Principals</p> <p>Delegation may include all authority of the principal under Part XIII of the <i>Education Act</i> 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 school days.</p> <p>Note: Principals are required to complete the Delegation of Authority and Principal Replacement Log (Appendix B) and promptly forward to the Superintendent of Education.</p>	

APPENDIX A
SAFE SCHOOLS INCIDENT REPORTING FORMS

Report No: _____	<i>CONFIDENTIAL</i>
SAFE SCHOOLS INCIDENT REPORTING FORM – PART I	
Name of School	
1. Name of Student(s) Involved (if known)	
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under subsection 306(1) of the <i>Education Act</i></p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student’s school or to property located on the premises of the student’s school <input type="checkbox"/> Bullying <input type="checkbox"/> Persistent truancy <input type="checkbox"/> Persistent opposition to authority <input type="checkbox"/> Habitual neglect of duty <input type="checkbox"/> Wilful destruction of school property; vandalism causing damage to school or Board property located on school Board premises <input type="checkbox"/> Use of profane or improper language <input type="checkbox"/> Use of tobacco <input type="checkbox"/> Theft <input type="checkbox"/> Aid/incite harmful behaviour <input type="checkbox"/> Being under the influence of illegal drugs <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Racial harassment <input type="checkbox"/> Fighting <input type="checkbox"/> Possession or misuse of any harmful substances <input type="checkbox"/> Hate – motivated violence <input type="checkbox"/> Extortion <input type="checkbox"/> Distribution of hate material <input type="checkbox"/> Inappropriate use of electronic communications/media <input type="checkbox"/> Conduct injurious to the moral tone of the school <p>Activities for which expulsion must be considered under subsection 310(1) of the <i>Education Act</i></p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Bullying (if the student has been previously suspended for engaging in bullying and the student’s continuing presence in the school creates an unacceptable risk to the safety of another person) <input type="checkbox"/> Any activity listed in subsection 306(1) that is motivated by bias, prejudice, or hate <input type="checkbox"/> Giving alcohol to a minor
5. Report Submitted By:	Name: _____ Role in School Community: _____ Signature: _____ Date: _____ Contact Information: Location: _____ Telephone: _____
6. FOR PRINCIPAL’S USE ONLY: Check if incident was a violent incident , as defined in Policy/Program Memorandum No. 120. <input type="checkbox"/> Violent Incident	
Information collected is under the authority Part XIII of the <i>Education Act</i> in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school principal.	

SAFE SCHOOLS INCIDENT REPORTING FORM – PART II
ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No: _____

Report Submitted By: Name: _____ Date: _____

Investigation completed

- Principal to communicate results to the teacher at a mutually convenient time*
- Principal to communicate results to other board employees at a mutually convenient time, as appropriate*

Investigation in progress

- Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time*
- Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate*

Name of Principal: _____

Signature: _____ Date: _____

Note: Only Part II is to be given to the person who submitted the report.

*In accordance with s.300.2 of the *Education Act*, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the *Education Act*, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.

Bill 13 ♦ Delegation of Authority

[school letterhead]

TO: [insert name of teacher-in-charge]**FROM:** [insert name of administrator]**DATE:** [insert date]

Delegation may include all authority of the Principal 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 school days.

During the specified dates, the principal and/or vice-principal will be away from the school. The principal can be reached by cell phone at [insert cell #], and the vice-principal may be reached by cell phone at [insert cell #]. The superintendent of education may be reached at 472-1560 ext. 2242.

As part of the duties of teacher-in-charge, you are being delegated responsibility for the following:

1. Receiving reports from Board employees and transportation providers about serious incidents for which suspensions or a recommendation to expel might be made and communicating this information to an administrator at the earliest opportunity;
2. Conducting the initial investigation to determine the nature of an incident to determine whether or not the incident is one for which a suspension or expulsion might be imposed (a teacher may not be delegated authority regarding suspension decisions or recommendations regarding the expulsion of students);
3. Reporting incidents for which a suspension or expulsion might be imposed to an administrator at the earliest opportunity;
4. Providing information to a parent/guardian of a pupil about an incident causing the pupil harm, provided that the pupil is not an adult pupil and you are not of the opinion that reporting the information might put the pupil at risk of harm and not be in the pupil's best interest (the teacher must not discuss the nature of any discipline measures taken in response to the activity); and
5. Implementing progressive discipline measures following the investigation of an incident that is unlikely to lead to suspension or expulsion as a consequence; and
6. Contacting the police in an emergency;
7. Contacting the police in accordance with the Police/School Board Protocol.

You must exercise your authority within the *Education Act*, Board policies and procedures, including the principles of equity set out in Ontario's Equity and Inclusive Education Strategy and the *Human Rights Code* of Ontario, which has primacy over the *Education Act* and the Board policies and procedures.

Your authority with respect to these matters shall cease upon the return to the school of an administrator.



PRINCIPAL REPLACEMENT LOG

TEACHER DESIGNATE: _____ SCHOOL: _____

(Note: Form should only be used for one employee)

Teacher Designates and Vice-Principals should use this form to track the number of school days they replace the Principal in a school year. A school day is defined as an absence of a half-day or more. If the replacement exceeds five consecutive school days or 30 school days in total per year, contact the Director of Education. Please submit completed form to the Superintendent of Education on December 31, March 31, and June 30 of each school year.

DATE	TIME		# of school days (a school day is defined as an absence of a half-day or more)	Cumulative # of School Days	Reason	If supply was required indicate replacement FTE	Principal's Signature
	From	To					

Superintendent of Education

Date