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PROCEDURE

Safe and Supportive Schools

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1. DEFINITIONS

- 1.1 **School Environment** refers to activities that occur on school property, on school buses whether for regular transportation to and from school or for special activities, at all events or activities that are related to school, and in circumstances where engaging in an activity could have a negative impact on the school climate.
- 1.2 **School Community** refers to students, parents and guardians, volunteers, teachers and other staff members.
- 1.3 **Serious violent incidents** that must be reported to the police are defined as:
- possession of a weapon, including, but not limited to firearms;
 - robbery;
 - use of a weapon to cause bodily harm, or to threaten serious harm;
 - physical assault causing bodily harm requiring professional medical treatment;
 - sexual assault;
 - any hate-motivated violence (i.e. incidents involving homophobia, racism, harassment);
 - gang-related incidents;
 - threats of serious physical injury.
- For further direction, access the Police/School Board Protocol and the Code of Conduct Policy #322 for consequences of violent incidents.
- 1.4 **Assault** is defined in the Criminal Code of Canada and includes, but is not limited to the actual application of force and the threatened or attempted application of force.
- 1.5 **Sexual Assault** occurs where a person, without consent, intentionally applies force, or intentionally threatens to apply force, to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.
- 1.6 **Harm** means any hurt or injury that can be experienced in a number of ways, including physical, mental, emotional, and psychological.
- 1.7 **Bodily Harm** refers to any hurt or injury that is more than merely trifling or transient in nature which interferes with the health or comfort of the person and includes but is not

limited to injuries that receive medical attention. Any cut that requires stitches or any broken bone or fracture should be considered bodily harm. Bodily harm can also be multiple minor injuries.

1.8 **Bullying** (including **cyber-bullying**) means repeated and aggressive behaviour by a pupil where,

- a) The behaviour is intended by the pupil to cause, or the pupil ought to know that the behaviour would be likely to cause, harm, fear, or distress to another individual, including psychological harm or harm to the individual's reputation, and
- b) 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 race, disability or the receipt of special education.

Cyber-bullying-bullying by electronic means, including:

- a) Creating a web-page or a blog in which the creator assumes the identity of another person;
- b) Impersonating another person as the author of content or messages posted on the internet, and
- c) Communicating inappropriate materials electronically to more than one individual or posting materials on a website that may be accessed by one or more individuals

For the purposes of the definition of bullying, behaviour includes the use of any physical, verbal electronic, written or other means.

1.9 **Harassment** is defined in the Ontario Human Rights Code as “engaging in a course of vexatious comment or conduct that is known or ought to be known as unwelcome. The code specifically prohibits harassment because of: race, ancestry, place of origin, ethnic-origin, citizenship, creed, sex, age, record of offenses, marital status, sexual orientation, family status or handicap.



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- 1.10 **Intimidation** is defined in the Criminal Code of Canada and includes but is not limited to, compelling another person to do anything, or preventing them from doing anything he or she has a lawful right to do. Such actions may include, but are not limited to:
- Using threats of violence
 - Persistent following or following in a disorderly manner
 - Hiding property owned or used by the person or hindering the person or
 - hindering his or her use of that property
 - Besetting or watching the place where the person works or resides
 - Blocking or obstructing the person's passage
- 1.11 **Hazing** is an unacceptable initiation activity by an individual or group which humiliates, demeans, harasses, or threatens to harm an individual or a group.
- 1.12 A **trespasser**, under the Trespass to Property Act, is any individual not acting under a right or authority conferred by law. A trespasser is any individual who enters the premises, where entry is prohibited by means of a notice, engages in an activity prohibited under the act, or fails to leave the premises immediately after being directed to do so by the occupier of the premises, or a person authorized by the occupier. The Access to School Premises Regulation (Section 305, Education Act) defined authorized entrants to the Board premises.
- 1.13 **Staff** includes all employees of, or volunteers to, the Keewatin-Patricia District School Board.
- 1.14 A **youth gang** is a group of persons who, while acting or congregating together, display a pattern of delinquency such as assault, intimidation or harassment, which may result in violent activities.
- 1.15 **Weapons**, as defined by the Criminal Code of Canada are "anything used or intended for use in causing death or injury to persons whether designed for such purpose or not, or anything used or intended for use for the purpose of threatening or intimidating any person."
- 1.16 **School property** includes schools, school property, buses contracted to the Board, and any property associated with school field trips or other school organized activities.



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Roles and Responsibilities:

1.1. The Keewatin-Patricia District School Board will:

- i) Provide a focus on Character Development throughout the board, with an emphasis on building positive interpersonal relationships and respect for others;
- ii) Require schools to develop and implement a school-wide progressive discipline plan that is consistent with the Board's policies and procedures;
- iii) Require schools to conduct anonymous school climate surveys of their students, staff and parents at least once every two years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, gender expression, and sexual harassment;
- iv) Require schools to share climate survey results with their safe schools teams and to build strategies into their school improvement plans to improve the school climate regarding issues identified through their climate surveys;
- v) Promote the use of a restorative practice model in order to manage and prevent conflict by focusing upon repairing harm and strengthening relationships;
- vi) Ensure effective prevention and intervention strategies related to bullying behaviour are implemented;
- vii) Develop a bullying prevention and intervention plan for schools of the board, and require all schools of the board to implement the board plan. The board must solicit students, teachers, principals, and other staff of the board, volunteers working in schools, parents, school councils, and members of the local community when developing the board plan;
- viii) Make the board bullying prevention and intervention plan available to the public on the board's website and on each school's website;
- ix) Review the board bullying prevention and intervention plan at least once every two years. Boards must solicit the views of those listed in vii) above when reviewing their plan;
- x) Outline a range of prevention and awareness-raising programs, interventions, support and consequences, including circumstances in which short-term suspension, long-term suspension, or expulsion may be the response required;
- xi) Outline the procedures that are in place to support students – as well as their parents who are victims of serious student incidents. These procedures must



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outline what schools are required to do to support these students, including the development of specific plans to protect victims, and must outline a process for parents to follow if they are not satisfied with the supports that their children receive;

- xii) Require schools to use the most appropriate response, as outlined in the board's or school's progressive discipline policy, to respond to a student's behaviour;
- xiii) Develop a process for building on existing partnerships and for developing new partnerships with community agencies, including local police services to support students and their families;
- xiv) Provide for ongoing dialogue with parents on student achievement and behaviour at every step of the progressive discipline continuum;
- xv) Provide opportunities for students to improve the school climate through assuming leadership roles (e.g., peer mediation, mentorship);
- xvi) Support pupils who want to establish and lead activities or organizations that promote gender equity; activities or organizations that promote anti-racism; activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name gay-straight alliance or another name.
- xvii) Provide training opportunities for school administrators, teachers and other school staff on the Board's policy on progressive discipline and restorative practices. These training opportunities must include ways of responding to gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour, as well as their duty to report under the Child and Family Services Act;
- xviii) Provide training and support for school administrators and teachers through such opportunities as new-teacher induction programs and professional development opportunities to create and sustain safe teaching and learning environments;
- xix) Review the Board's Code of Conduct to ensure it is aligned with a progressive discipline approach;
- xx) Communicate the policies and procedures with respect to progressive discipline and the code of conduct to all members of the school community;
- xxi) Outline the process for delegation of authority of principals to vice-principals and to teachers in the absence of the principal and vice-principal;



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xxii) Establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of board policies and procedures on progressive discipline.

1.2 Principals, will:

- i) Provide a focus on Character Development throughout the school environment, with an emphasis on building positive interpersonal relationships and respect for others;
- ii) Develop and implement a school-wide progressive discipline and bullying prevention and intervention plan that is consistent with the Board’s policies and procedures;
- iii) Make the board bullying prevention and intervention plan available to the public on the school’s website;
- iv) Review the school’s progressive discipline and bullying prevention and intervention plan at least once every two years. The board must solicit students, teachers, principals, and other staff of the board, volunteers working in schools, parents, school councils, and members of the local community when developing the board plan;
- v) Conduct anonymous school climate surveys of their students, staff and parents at least once every two years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, gender expression, and sexual harassment;
- vi) Share climate survey results with their safe and supportive schools team and build strategies into their school improvement plans to improve the school climate regarding issues identified through their climate surveys;
- vii) Utilize a restorative practice model when appropriate in order to manage and prevent conflict by focusing upon repairing harm and strengthening relationships within the school environment;
- viii) Outline a range of prevention and awareness-raising programs, interventions, support and consequences, including circumstances in which short-term suspension, long-term suspension, or expulsion may be the response required;
- ix) Use the most appropriate response, as outlined in the Board’s or school’s progressive discipline policy to respond to a student’s behaviour;
- x) Ensure that the range of interventions, supports, and consequences used by the school are clear and developmentally appropriate. For students with special education needs, the information in the student’s IEP must be considered in the determination of interventions, consequences, and supports;



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- xi) Include learning opportunities for students and staff in order to reinforce positive behaviours and help students make good choices;
- xii) Provide for ongoing dialogue with parents on student achievement and behaviour at every step of the progressive discipline continuum;
- xiii) Provide opportunities for students to improve the school climate through assuming leadership roles (e.g., peer mediation, mentorship);
- xiv) Support pupils who want to establish and lead activities or organizations that promote gender equity; activities or organizations that promote anti-racism; activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name gay-straight alliance or another name.
- xv) Review the school's Code of Conduct to ensure it is aligned with a progressive discipline approach;
- xvi) Communicate the Board's and school's policies and procedures with respect to progressive discipline and the code of conduct to all members of the school community;
- xvii) Establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of school policies and procedures on progressive discipline.

1.3 School staff, under the leadership of the principal are expected to:

- i) Provide a focus on Character Development throughout the school environment, with an emphasis on building positive interpersonal relationships and respect for others;
- ii) Use the most appropriate response, as outlined in the Board's Safe and Supportive Schools Procedures and the school's progressive discipline and bullying prevention and intervention plan to respond to a student's behaviour;
- iii) Support a restorative practice model when appropriate in order to manage and prevent conflict by focusing upon repairing harm and strengthening relationships within the school environment;
- iv) Maintain consistent standards of behaviour for all students;
- v) Ensure that the range of interventions, supports, and consequences used are clear and developmentally appropriate;



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- vi) Include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- vii) Engage in ongoing dialogue with parents on student achievement and behaviour at every step of the progressive discipline continuum;
- viii) Provide opportunities for students to improve the school climate through assuming leadership roles (e.g., peer mediation, mentorship);
- ix) Model appropriate demeanour and respect for all member of the school community;
- x) Support procedures that allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal;
- xi) Provide ongoing support for those who have been harmed by bullying, for those who are responsible for harming others, for those who have been affected by observing bullying behaviour;
- xii) Communicate the Board's and school's policies and procedures with respect to progressive discipline and the code of conduct to students and parents.

Progressive Discipline Strategies and Interventions

1 Interventions and Consequences

1.1 Early Intervention Strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate. For example, early interventions may include, but are not limited to:

- i) Verbal reminders;
- ii) Restorative Practices questions and affective statements;
- iii) Review of expectations;
- iv) Contact with parents;
- v) A written work assignment with a learning component.

1.2 Ongoing Intervention Strategies 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:

- i) Meetings with parents;
- ii) Volunteer service to the school community;
- iii) Restorative practice conferencing;
- iv) Conflict mediation;
- v) Peer mentoring;
- vi) Referral to counseling.

1.3 Consequences for Inappropriate Behaviour should utilize a range of interventions, supports, and consequences that are developmentally appropriate, and should include opportunities for students to focus on taking responsibility for, and improving, their behaviour. These consequences may include, but are not limited to:

- i) Meeting with parent(s), student, and principal;
- ii) Referral to a community agency;
- iii) Detentions or loss of privileges;
- iv) Short-term Suspension;
- v) Long-term Suspension or Expulsion.



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2. Considerations:

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- i) The particular student and circumstances (e.g., the mitigating or other factors);
- ii) The nature and severity of the behaviour;
- iii) The impact on the school climate (i.e., the relationships within the school community).

3. Restorative Practices Continuum:

In considering the application of a restorative practice approach to respond to, or in preventing, inappropriate behaviours or conflict in the school environment, there is a continuum of responses available:

- i) Affective responses in which the wronged person lets the offender know how he or she feels about the offending incident or behaviour;
- ii) Affective questions which are posed by the victim or a staff member to the offender to solicit responses as to how the victim may be feeling;
- iii) Small informal conference involving the parties to the incident with an opportunity for all sides to be heard;
- iv) Large group informal conference involving the parties to the conflict as well as supporters of both victims and offenders with an opportunity for remorse and repairing of the harm in an informal setting;
- v) Formal restorative practice conference involving a facilitator a scripted format, and a formal agreement established to repair harm and set appropriate consequences.



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1. Responding to Incidents

The Purpose of responding to incidents of inappropriate and disrespectful behaviour is to stop and correct it immediately so that the students involved can learn that it is unacceptable.

- 1.1 Board employees who work directly with students – including administrators, teachers, and other school staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes 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 Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism, and behaviour identified under sections 306 and 310 of the Education Act.
- 1.2 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 IEP.
- 1.3 Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person. However, for serious incidents, board employees must report these to the principal and confirm their report in writing (see also "Reporting to the Principal", Appendix F). For other incidents, where suspension 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.



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1. Disclosure of Students' Personal Information

- 1.1 Board employees who work directly with students may need to know, for any particular student, those behaviours that may present a potential risk of physical harm to school staff or students as documented as part of progressive discipline in the student's OSR. Principals are only permitted to share information documented in the OSR with board employees who do not 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.
- 1.2 Prior to disclosure of information documented in the OSR, if disclosure is deemed necessary, the principal must inform staff that they must treat any information disclosed about a student or incident as confidential. Principals may wish to consult "A Guide to Ontario Legislation Covering the Release of Students' Personal Information, rev. 2011" by the Information and Privacy Commissioner of Ontario for further clarification.



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1. Reporting to the Principal

The purpose of reporting serious 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.

- 1.1. Section 300.2 of Part XIII of the Education Act states that an employee of the board who becomes aware that a student at a school of the board may have engaged in a serious 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.
- 1.2. 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. All employee reports made to the principal must be confirmed in writing, using the "Safe Schools Incident Reporting Form – Part I" in Appendix M to this Policy. 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 will be assigned a report number.
- 1.3. 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. 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.
- 1.4. 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 Ontario Student Record (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 in the student's OSR.
- 1.5. Where the principal has taken action in the case of more than one student, a copy of the reporting form and 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 engaged in the activity and students who have been



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harmful – must be removed from the form before it is filed in the OSR of the student whose behaviour was inappropriate.

- 1.6. 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 parent expressly requests that it be placed in the OSR.
- 1.7. 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.
- 1.8. The form and documentation must be kept in the OSR for a minimum of one year.
- 1.9. In all cases, the principal must provide the employee who reported the incident with written acknowledgement of receipt of the report, using the “Safe Schools Incident Reporting Form – Part II” in Appendix M and must specify whether the investigation has been completed or is still in progress. Information that could identify the student(s) involved must not be part of the acknowledgement.
- 1.10. If no further action is taken by the principal, the principal is not required to retain the report.
- 1.11. 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. Reporting requirements:
 - a) for school bus drivers must be included in transportation policies and contracts;
 - b) for employees and contractors who are providing before- and after-school programs for Full-Day Kindergarten on the school site must be included in their agreements.
- 1.12. 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 using the Safe Schools Incident Reporting Form – Part I.
- 1.13. Other individuals who are not employees of the board who come into direct contact with students on a regular basis may also be required to report such matters to the principal.
- 1.14. 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



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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.

1.15. Boards must also follow direction provided by the Police-School Board Protocol with respect to incidents that require police notification and response.

1.16. 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:

- a) one year, if the student's suspension was quashed or withdrawn and the record of the suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period;
- b) three years, if the student was suspended for the violent incident;
- c) five years, if the student was expelled for the violent incident.

1.17. In circumstances where board employees have reason to believe that a student may be in need of protection, according to the requirements of the Child and Family Services Act, board employees must continue to call a Children's Aid Society.

1. Notice to Parents

1.1. If the principal believes that a student of the school has been harmed as a result of a serious student incident the principal shall, as soon as reasonably possible, notify the parent or guardian of the student who has been harmed and the parent or guardian of the student who has engaged in the activity causing harm.

1.2. A principal shall not, without the student's consent, notify a parent or guardian of a student who is:

- a) 18 years or older;
- b) 16 or 17 years old and has withdrawn from parental control.

- 1.3. A principal shall not notify a parent or guardian of a student under this section if in the opinion of the principal doing so would put the student at risk of harm from a parent or guardian of the student, such that the notification is not in the student's best interests.
- 1.4. If a principal does not notify a parent or guardian of a student who was involved in a serious student incident, the principal shall,
- a) document the rationale for the decision not to notify a parent or guardian of the student;
 - b) inform the appropriate supervisory officer of the decision not to notify the parent or guardian of the student;
 - c) if a teacher informed the principal of the harm, inform the teacher of the decision not to notify the parent or guardian of the student; and
 - d) if the principal determines it is appropriate to do so, inform other board employees of the decision not to notify the parent or guardian of the student.
- 1.5. When notifying a parent or guardian of the student who is harmed under this section, the principal shall disclose,
- a) the nature of the activity that resulted in harm to the student;
 - b) the nature of the harm to the student;
 - c) the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity; and
 - d) the supports that will be provided for the student in response to the harm that resulted from the activity.
- 1.6. When notifying a parent or guardian of a student who has engaged in a serious student incident, the principal shall disclose,
- a) the nature of the activity that resulted in harm to the other student;
 - b) the nature of the harm to the other student;
 - c) the nature of any disciplinary measures taken in response to the activity; and
 - d) the supports that will be provided for the student in response to his or her engagement in the activity.



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- 1.7. 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.



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SUSPENSION OF STUDENTS:

1. MITIGATING AND OTHER FACTORS

In considering whether to suspend a student, a principal must take the following into consideration:

- a) the student does not have the ability to control his or her behaviour;
- b) the student does not have the ability to understand the foreseeable consequences of his or her behaviour; or
- c) the student's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the student may be or is being suspended or expelled:

- I. the student's history; in the case where the student is a ward, or in the guardianship of a Child and Family Services Agency, the legal guardian and/or worker shall be contacted to ensure all accurate information available as possible of the student's history is considered.
- II. whether a progressive discipline approach has been used with the student;
- III. whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- IV. how the suspension or expulsion would affect the student's ongoing education;
- V. the age of the student;
- VI. in the case of a student for whom an individual education plan has been developed,
 - a) whether the behaviour was a manifestation of a disability identified in the student's individual education plan;
 - b) whether appropriate individualized accommodation has been provided; and

- c) whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.

2. NOTICE

2.1 A principal who suspends a student shall,

- a) inform the student's teacher of the suspension; and
- b) make all reasonable efforts to inform the student's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless, the student is at least 18 years old, or the student is 16 or 17 years old and has withdrawn from parental control.

2.2 A principal who suspends a student shall ensure that written notice of the suspension is given promptly to the following persons:

- a) the student,
- b) the student's parent or guardian, unless,
 - i. the student is at least 18 years old, or
 - ii. the student is 16 or 17 years old and has withdrawn from parental control;
- c) such other persons as may be specified by board policy.

2.3 The form of notice provided will be in accordance with the Safe and Supportive Schools Procedures, Appendix K and must include the following:

For Activities Leading to Possible Suspension

- i. The reason for the suspension,
- ii. The duration of the suspension,
- iii. Information about any program for suspended students to which the student is assigned.
- iv. Information about the right to appeal the suspension, including,
 - a. how to access a copy of the board policies and guidelines governing the appeal, and
 - b. the name and contact information of the supervisory officer to whom notice of appeal must be given.

For Activities Leading to Suspension and Possible Expulsion:

- i. The reason for the suspension.
- ii. The duration of the suspension.
- iii. Information about any program for suspended students to which the student is assigned.
- iv. Information about the investigation the principal will conduct to determine whether to recommend that the student be expelled.
- v. A statement indicating that, there is no immediate right to appeal the suspension, and
- vi. if the principal does not recommend to the Board that the student be expelled following the investigation, the suspension will become subject to appeal under the Board's Safe and Supportive Schools Appeals Procedures, Appendix J and
- vii. if there is an expulsion hearing because the principal recommends to the Board that the student be expelled, the suspension may be addressed by parties at the hearing.

3. PRINCIPAL'S INVESTIGATION

When a student is suspended pending a decision on expulsion, the principal shall conduct an investigation in accordance with the principal's authority under the Education Act and regulations made thereunder. Where the principal is considering a suspension of greater than 5 days, the Area Superintendent will be contacted to be apprised of the facts reviewed to that point, and an indication that a principals' investigation is underway. The Principal's investigation shall begin promptly following the suspension to determine whether to recommend to the board that the student be expelled.

If, on concluding the investigation, the principal decides not to recommend to the Board that the student be expelled, the principal shall:

- a) confirm the suspension and the duration of the suspension;
- b) confirm the suspension but shorten its duration; or
- c) withdraw the suspension and expunge the record of the suspension.

If, on concluding the investigation, the principal decides to recommend to the Board that the student be expelled, the principal shall refer to the Board's Safe and Supportive Schools Procedures Appendix J for notice and procedural requirements.



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4. PROGRAMS FOR STUDENTS ON LONG-TERM SUSPENSION

Long-term suspensions are suspensions of more than five (5) school days.

A Student Action Plan (SAP) must be developed for every student on a long-term suspension who makes a commitment to attend the board program for suspended students.

For students suspended for six to ten days, the program provided for in the SAP must include an academic component to support the student in continuing his or her education.

For students suspended for eleven to twenty days, the program provided for in the SAP must include both an academic component and a non-academic component to support the student in continuing his or her education. Other supports that may have been in place for the student should also be considered while the student is on suspension. In the case of students with special education needs, appropriate support consistent with the student's IEP shall be provided.

5. RE-ENTRY MEETING

At the conclusion of a suspension and prior to resuming and re-entering classes, the suspended student is required to attend a re-entry meeting with a school administrator. The purpose of the meeting will be the provision of positive and constructive direction for the student. The parent(s)/guardian(s) will be encouraged to attend and participate. When the student is in the legal guardianship of a Child and Family Services Agency, the foster parent and/or the student's worker will be also be contacted and encouraged to attend.



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Expulsion of Students

1. MITIGATING AND OTHER FACTORS

In considering whether to recommend to the board that a student be expelled, a principal must take the following into consideration:

- a. the student does not have the ability to control his or her behaviour;
- b. the student does not have the ability to understand the foreseeable consequences of his or her behaviour; or
- c. the student's continuing presence in the school does not create an unacceptable risk to the safety or well-being of any person.

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the student may be or is being suspended or expelled:

- I. the student's history; in the case where the student is a ward, or in the guardianship of a Child and Family Services Agency, the legal guardian and/or worker shall be contacted to ensure all accurate information available as possible of the student's history is considered.
- II. whether a progressive discipline approach has been used with the student;
- III. whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
- IV. how the suspension or expulsion would affect the student's ongoing education;
- V. the age of the student;
- VI. in the case of a student for whom an individual education plan has been developed,
 - a) whether the behaviour was a manifestation of a disability identified in the student's individual education plan;
 - b) whether appropriate individualized accommodation has been provided; and
 - c) whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.



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2. STATUS OF EXPELLED STUDENTS

An expelled student continues to be a pupil of the board if the student attends a program for expelled students offered by the board or offered by another board under an agreement between the boards for programs for expelled students.

An expelled student ceases to be a pupil of the board if the student is assigned to a Board program for expelled students and does not attend the program, or the student registers as a pupil of another board.

If a student who has been expelled from one board registers as a pupil of another board, the other board may assign the student to a school of that board, or assign the student to a program for expelled students, unless the student satisfies the requirements of 3. below.

If the board assigns an expelled student to a school without knowing that he or she has been expelled by another board, the board may subsequently remove the student from the school and promptly assign him or her to a program for expelled students, unless the student satisfies the requirements of 3. below.

3. RETURN TO SCHOOL AFTER AN EXPULSION

A student who has been expelled from all schools of the board is entitled to be readmitted to a school of the board if the student has, since been expelled, successfully completed a program for expelled students, or has satisfied the objectives required for the successful completion of a program for expelled students.

The determination of whether a student has completed a program for expelled students or has satisfied the requirements of a program for expelled students is to be made by the person who provides the program for expelled students.

4. APPEAL OF A BOARD DECISION TO EXPEL A STUDENT



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The following persons may appeal a Board decision to expel a student to the Child & Family Services Review Board in accordance with the procedures set out by the Ministry of Education:

1. the student, if,
 - a. the student is at least 18 years old, or
 - b. the student is 16 or 17 years old and has withdrawn from parental control;
2. the student's parent or guardian, unless,
 - a. the student is at least 18 years old, or
 - b. the student is 16 or 17 years old and has withdrawn from parental control;
3. such other persons as may be specified by the Child & Family Services Review Board.

Decision Final: The decisions of the Child & Family Services Review Board on an appeal shall be final.



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APPEAL OF A SUSPENSION AND EXPULSION

Board Designate: The Board designates the Superintendent of Education, or such other qualified individual as it may decide, as the Supervisory Officer to receive notices of intention to appeal a suspension. The person appealing the suspension may contact the supervisory officer designated to discuss any matter respecting the appeal of the suspension. The designated person shall have the powers to assist in setting dates, determining if pre-hearings are required to be scheduled and otherwise ensure the appeal proceeds in an efficient manner in accordance with this policy and the Education Act and regulations, and has all powers necessary to accomplish these tasks.

1. Notice of Appeal

- 1.1 Where a student has been suspended, the student, if 18 years or older, or is 16 or 17 years old and has withdrawn from parental control, or the parent or guardian of the student, if the student is less than 18 years of age, (hereafter "appellant") may appeal the suspension imposed by the principal to the Board. The appeal must be made in writing and delivered to the Board in accordance with the Board's Administrative Procedures within 10 school days of the commencement of the suspension.
- 1.2 After receiving a notice of intention to appeal a suspension under II above, the board shall promptly contact every person entitled to appeal the suspension and inform him or her that it has received the notice of the intention to appeal.

2. No Immediate Right to Appeal

- 2.1 Where a student has been suspended pending a decision on expulsion, there is no immediate right to appeal the suspension. If the principal does not recommend to the Board that the student be expelled, the suspension will become subject to an appeal under the Board's Safe and Supportive Schools Procedures. If there is an expulsion hearing because the principal recommends to the Board that the student be expelled, the suspension may be addressed by parties at the hearing.

3. Delegation to Committee

- 3.1 The powers and the duties of the Board under the Education Act and Regulations, in dealing with an appeal of a suspension shall be exercised and



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performed by the Suspension Appeal Hearing Committee of three or more members of the Board, as designated by the chairperson of the Board. The Superintendent of Education or designate will act in an advisory role to the committee on procedural matters during the suspension hearing and the committee's subsequent deliberations.

3.2 The Committee shall have the powers set out under the Education Act, Regulations, guidelines, policies of the Board, its procedures and the Statutory Powers Procedure Act. This power includes the right to dismiss a proceeding without a hearing if,

- a) the proceeding is frivolous, vexatious or is commenced in bad faith;
- b) the proceeding relates to matters that are outside the jurisdiction of the tribunal; or,
- c) Some aspect of the statutory requirements for bringing the proceeding has not been met.

3.3 Before dismissing a proceeding the Committee must first give notice of the intention to dismiss the proceeding to all parties if the reason is jurisdictional (item b) above), or to the party starting the proceeding for any other reason. The notice shall set out the reasons for the dismissal and to advise of the right to make written submissions within the timeframe set out in the notice, which shall be five (5) school days. The requirements of a statement of the grounds to dismiss, the right of the parties to receive notice and the time within which submissions may be made are hereby made Rules of the Committee in accordance with section 4.6 of the Statutory Powers Procedure Act, and available to the public by posting of this policy on the Board's web site. After consideration of submissions made within the timeframe, or after failure to provide submissions within the timeframe, the Committee may dismiss the proceeding.

2. Parties

4.1 The parties to the appeal shall be:

- a) the principal;
- b) the student, if,
 - i. the student is at least 18 years old, or
 - ii. the student is 16 or 17 years old and has withdrawn from parental control;
- c) the student's parent or guardian, unless,
 - i. the student is at least 18 years old, or the student is 16 or
 - ii. 17 years old and has withdrawn from parental control;



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d) such other persons as may be specified by board policy.

4.2 Student May Attend: The suspended student who is not party to the appeal has the right to be present at the appeal and to make a statement on his or her own behalf.

3. Hearing Procedures

The hearing will be conducted in accordance with this policy, the Board's Administrative Procedures and the Statutory Powers Procedure Act.

4. Nature of Appeal

In any appeal, the Suspension Appeal Hearing Committee shall review the decision of the principal and shall consider whether the principal considered all relevant criteria and information in reaching his/her decision, and shall determine whether it agrees with the decision of the principal. In so doing, it shall consider any representations made by the parties.

5. In-Camera Hearing

Since intimate personal matters involving the student and, in some cases, other persons, may be disclosed at the hearing, the interests of the privacy of the student and such other persons, in most cases, outweigh the desirability of holding a public hearing and require that the hearing be conducted in camera. However, this may be reconsidered by the committee in any particular case and the committee may direct that the hearing be opened to the public where the committee determines that the holding of an open public hearing outweighs the interests of the students or other persons concerning the matter of privacy.

6. Pre-Appeal Hearing Disclosure

6.1 The parties shall, as a requirement of a Rule of the Committee, disclose to each other, and provide the following information to the appropriate person, within five (5) school days after delivery of the notice of appeal:

6.2 The appellant must provide the Superintendent of Education with a written statement setting out with particularity the nature of the appellant's disagreement with the principal's decision including the appellant's position on the events which gave rise to



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the suspension and whether those events justified suspension of the student, and the appellant's position on the duration of the suspension.

- 6.3 The Principal must provide the appellant with a written statement setting out the principal's findings in respect of the events, which gave rise to the suspension and why those events justified the suspension imposed. The principal shall include a brief outline of what each witness interviewed stated.
- 6.4 Each party must provide the other with copies of any documents which the party proposes to submit at the hearing.
- 6.5 The appellant must indicate to the Superintendent of Education whether the appellant seeks to call witnesses and, if so, the reasons why and a list of the witnesses whom the appellant seeks to call, including a brief outline of what each witness would say.

7. Pre-Appeal Hearing Conferences

- 7.1 A pre-appeal hearing conference may be held no later than five (5) school days prior to the appeal hearing (and, following the date by which the parties should have completed pre-hearing disclosure under this policy), to deal with procedural issues.
- 7.2 The pre-appeal hearing conference will be conducted by the Suspension Appeal Hearing Committee or alternatively by the Chair of the Suspension Appeal Hearing Committee or any member of the Suspension Appeal Hearing Committee designated by the Chair. The pre-appeal hearing conference may be held by teleconference. The members or member of the committee conducting the Pre-Appeal Hearing Conference will not participate in the Appeal Hearing Conference.
- 7.3 The purpose of this pre-appeal hearing conference is to ensure that procedural issues are dealt with in advance of the appeal hearing. Accordingly, any issue which either party has regarding disclosure, the length of time set for the hearing, the conduct of an electronic hearing, any other procedural issue which may properly be dealt with in advance of the hearing, or any other procedural matter which may assist in the just and expeditious disposition of the proceeding should be raised at the pre-appeal hearing conference.
 - a) Any decisions of the Pre-Appeal Hearing Committee shall be placed in writing and delivered to the parties and the chair of the Pre-Appeal Hearing Committee.



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- 7.4 Where the appellant wishes to call witnesses at the hearing, it will be determined at the pre-appeal hearing conference whether a statement of fact can be agreed to by the parties which would eliminate the need to call witnesses or, alternatively, reduce the number of witnesses which either side might otherwise call.
- 7.5 Each party must notify the other and Superintendent of Education in advance of the pre-appeal hearing conference of any other procedural issues which the party wishes to raise at the pre-appeal hearing conference. Each party shall have the opportunity to state his/her position on any procedural issue which either raises at the pre-appeal hearing conference. However, if a party raises an issue at the pre-appeal hearing conference, but did not provide sufficient notice of the issue to the other party in advance of the pre-appeal hearing conference, the other party may request an opportunity to respond to the issue in writing within one school day following the pre-appeal hearing conference to the issue.
- 7.6 Should any procedural issue arise which requires a decision by the Suspension Appeal Hearing Committee, or the person who presided over the pre-hearing conference, the parties will be advised of the decision by the Superintendent of Education and the decision will be subsequently confirmed in writing.
- 7.7 If neither party has any procedural issue which requires a pre-appeal hearing conference, the pre-appeal hearing conference will be cancelled by the Superintendent of Education. If either party declines to participate in a pre-appeal hearing conference which has been set up, that party will be deemed to have waived any procedural issues which the party might otherwise have raised at the pre-appeal hearing conference, unless the party can satisfy the Suspension Appeal Hearing Committee that there was a reasonable excuse for the party's failure to participate in the pre-appeal hearing conference.

9.8 NOTE

The Statutory Powers Procedure Act permits tribunals to provide in their rules for the holding of pre-hearing conferences. Because of the short time frame allotted for the suspension hearing (2 hours), it will be essential that all procedural issues be resolved prior to the hearing. In most cases, the pre-hearing conference will be a very short meeting or may not be necessary at all. In some cases, issues may arise which require decisions to be made by the Committee: e.g. expanding the length of the hearing, ordering better disclosure or production of documents.



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8. Electronic Hearings and Meetings

10.1 The hearing may be conducted electronically, in whole or in part unless one of the parties satisfies the committee that holding an electronic rather than a face-to-face hearing is likely to cause the party significant prejudice. Should either party seek to have a face-to-face hearing rather than an electronic hearing, the party must advise the Committee and the other party within two school days from the date to receipt of the notice of the hearing by providing written notice setting out the reasons why an electronic hearing would cause significant prejudice. The other party shall have an opportunity to respond in writing to the request for a face-to-face hearing. The Committee shall make its determination based on these written submissions.

9. Powers on Appeal

11.1 The Board shall:

- confirm the suspension and the duration of the suspension;
- confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
- quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

10. Decision Final

The decision of the Board on an appeal under this section is final.

11. Timing of the Appeal Hearing

The Board shall hear and determine the appeal within 15 school days from the date of receipt of the notice of appeal by the Board in accordance with the Board's Safe and Supportive Schools Procedures, unless the parties agree on a later deadline, and shall not refuse to deal with the appeal on the ground that there is a deficiency in the notice of appeal.



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1. Definitions: Notice and Delivery

- 1.1 For the purpose of these procedures, the term “notice” shall be defined as the effective delivery of documentation to any person or to the person’s lawyer or agent.

Notice is deemed to be effective when delivered:

- a) by regular, registered or certified mail, on the fifth day after the day of mailing;
- b) by fax, on the same day of the transmission; or
- c) by overnight courier, on the second day after the document was given to the courier by the party providing notice.

- 1.2 For the purpose of these procedures, the term “delivery” shall mean the effective delivery of documentation to the Board.

Delivery may be executed by:

- a) hand delivery to principal’s office during school hours,
- b) regular, registered or certified mail addressed to the principal (which shall be delivered when actually received by the school),
- c) fax, or
- d) courier (when actually signed for by a secretary or administrator of the school).



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DEALING WITH VIOLENT INCIDENTS

1. Early and Ongoing Identification

Schools within the Keewatin-Patricia District School Board will, at the earliest opportunity, document students' at-risk behaviour and will record violent incidents in the Ontario Student Record.

2. Violent Incident Reporting

When reporting violent incidents, the Keewatin-Patricia District School Board Violent Incident Reporting Form will be used (see Appendix M for Violent Incident Procedures and Form). To review the guidelines for reporting, refer to 4. below). It should be noted that the principal shall report the incident to the parent/guardian of the victim, unless in the opinion of the principal doing so would put the student at risk of harm from a parent or guardian of the student, such that the notification is not in the student's best interests. See Appendix G for further information on Reporting.

3. Dealing with the Aftermath of a Violent Incident

The Keewatin-Patricia District School Board will take a lead role in developing rehabilitative actions or programs within the school context designed to develop an understanding for:

- promoting the security and healing of the victims through guidance and student support services; and where appropriate Restorative Practice healing circles;
- tracking the incident in the O.S.R. with the approval of the parent;
- supporting the well-being and security of witnesses and the broader school community;
- addressing the underlying problems that may have contributed to the violent incident, for example, abuse in the home, gang-related activities, substance abuse, behavioural difficulties, sexism or racism; and
- facilitating the ongoing involvement of community agencies and the community to address the issues that may have contributed to the incident.

4. PROCEDURES FOR REPORTING VIOLENT INCIDENTS TO THE POLICE AND THE MINISTRY OF EDUCATION AND TRAINING AND FOR RECORDING VIOLENT INCIDENTS

I. Duties of Principals, Teachers and Students



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The principal, teachers and students of the Keewatin-Patricia District School Board shall be governed by the requirements of the Education Act and Regulations, as well as the Child and Family Services Act, Human Rights Code, Trespass to Property Act and the Laws of Ontario and Canada.

II. Categories of Violent Incidents

The Keewatin-Patricia District School Board expects that each individual violent incident for students at school should be documented. The decision to report to the police or Child and Family Services should continue to be made by Board staff in accordance with the Board Code of Conduct.

The following categories of serious violent incidents at school must be reported to the police:

- possession of a weapon, including, but not limited to firearms;
- robbery;
- use of a weapon to cause bodily harm, or to threaten serious harm;
- physical assault causing bodily harm requiring professional medical treatment;
- sexual assault;
- any hate-motivated violence (i.e. incidents involving homophobia, racism, harassment);
- gang-related incidents;
- threats of serious physical injury.

For further direction, access the Police/School Board Protocol and the Code of Conduct Policy #322 for consequences of violent incidents.

III. Record Keeping of Violent Incidents Leading to Suspension/Expulsion and of Reports to the Police

A. Insertion of Information in the Ontario Student Record (O.S.R.)

Any violent act at school for which the pupil is suspended, expelled or reported to the police shall be:

- Recorded on a Violent Incident Form, to be filed in the O.S.R., containing:
 - a description of the serious violent incident leading to a suspension, expulsion, or a call to the police,
 - a reference of the call to the police, if applicable,



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- a reference to the school/board disciplinary response to the incident, if applicable.

A copy of the school board's letter(s) to the student and/or parent(s) or guardian(s) regarding the suspension or expulsion for violent behaviour.

B. Removal of Information from the Ontario Student Record (O.S.R.)

The information relating to suspension for violent behaviour shall not be removed from the O.S.R. unless three consecutive years have passed and no further serious violent incidents have been reported by the school to the police.

The information relating to expulsion shall be removed five years after the date on which the school board expelled the student.

Where an expelled student has been re-admitted to school by a school board, and is expelled again, the information relating to the expulsions shall not be removed from the O.S.R. until five consecutive years have passed without any further expulsion.

Where the student has not been suspended or expelled, the Violent Incident Form shall be removed after three years if no further serious violent incident is reported to the police during that time.

C. Transfer of Ontario Student Record (O.S.R.)

If the student transfers to another school, the information in the O.S.R. relating to the serious violent incident that led to suspension or expulsion, as well as a report to the police, will remain in the O.S.R. unless removed under A. or B. above. The transfer will occur in accordance with Section 6.1 of the Ontario Student Record Guideline, 2000.



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Appendix M - # 1

Report No: _____	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 section 306(1) of the Education Act</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, including cyberbullying <input type="checkbox"/> Persistent truancy, habitual neglect of duty, or persistent opposition to authority <input type="checkbox"/> Wilful destruction of school property <input type="checkbox"/> Use of profane or improper language <input type="checkbox"/> Conduct injurious to the moral tone of the school or to the physical or mental well-being of others
	<p>Activities for which expulsion must be considered under section 310(1) of the Education Act</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 <input type="checkbox"/> Issuing a bomb threat or causing a bomb threat to be issued <input type="checkbox"/> Engaging in a pattern of behaviour that is so refractory that the student's presence is injurious to the effective learning and/or working environment of others <input type="checkbox"/> Engaging in an act that causes the student's continuing presence in the school to be injurious to the physical or mental well-being of other students or persons in the school.



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	<input type="checkbox"/> Engaging in an act that causes extensive damage to the property of the Board or to goods that are on school board property. <input type="checkbox"/> The student has demonstrated through a pattern of behaviour (e.g. neglect of duty, truancy or opposition to authority) that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to succeed.
<p>5. Report Submitted By: Name: _____</p> <p>Signature: _____ Date: _____</p> <p>Contact Information: Location: _____ Telephone: _____</p> <p>6. FOR PRINCIPAL'S USE ONLY: Check if incident was a violent incident, as defined in Policy/Program Memorandum No. 120.</p> <p><input type="checkbox"/> Violent Incident</p> <p><small>Information is collected under the authority of Part XIII of the Education Act 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.</small></p>	



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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 employee 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.



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* 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.

Appendix M - # 3

Violent Incident Report- ***see Safe and Supportive Schools Application***