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This Guideline contains a Glossary and Appendices as outlined below:

	<a href="#">Safe Schools Incident Reporting Form, Part 1</a>
	<a href="#">Safe Schools Incident Reporting Form, Part 2</a>
	<a href="#">Delegation of Authority Teacher in Charge</a>
	<a href="#">Delegation of Authority Vice Principal in Charge</a>
	<a href="#">Suspension Letter</a>
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	<a href="#">Suspension Review Decision</a>
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	<a href="#">Decision Letter Not to Recommend Expulsion</a>
	<a href="#">Notice of Recommendation for Expulsion</a>

	<a href="#">Definition of Terms</a>
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Legislation and documentation that were considered in the development of this Administrative Guideline include:

- The Near North District School Board Code of Conduct;
- The *Education Act*, Ontario Regulation 472/07 and 440/20;
- PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools
- PPM 120 Reporting Violent Incidents to the Ministry of Education;
- PPM 128 Provincial Code of Conduct and School Board Codes of Conduct;
- PPM 141 School Board Programs for Students on Long Suspension
- PPM 142 School Board Programs for Expelled Students
- PPM 144 Bullying Prevention and Intervention
- PPM 145 Progressive Discipline and Promoting Positive Student Behaviour
- PPM 149 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals

The *Human Rights Code* of Ontario has primacy over provincial legislation and policies, as well as school board policies and procedures, such as the *Education Act*, Regulations, and Ministry of Education PPMs,

In order to promote a positive school climate school boards must provide opportunities for all members of the school community 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.

Near North District School Board (NNDSB) creates safe spaces to grow and learn through the implementation of our Safe Schools Frameworks. All schools participate in activities that focus on creating safer spaces through Citizenship and Community; Conflict Resolution; and Bullying Awareness.



To promote and support appropriate, positive student behaviours that contrib 0.T Q q 0.00000912 0 6104 678.970

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate student behaviour. In such circumstances, the Board supports the use of progressive discipline consequences up to and including expulsion from all schools of the Board.

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of preventative, corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting students to make good choices.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success. It is an expectation of the Board that principals and teachers consult with parents prior to imposing any specific preventative measures, positive behaviour management strategies or progressive discipline consequences. In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Board that the principles of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied in the least restrictive manner to be effective, and so as not to add to the historical disadvantage of racialized students and/or students with disabilities.

Each school is required to develop and implement

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1. The student's academic, discipline and personal history;
2. Whether other progressive discipline has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
3. Whether the infraction for which the student might be disciplined was related to any harassment



A response by the staff to the incident shall not prevent or preclude the principal from imposing appropriate progressive discipline, up to and including a recommendation for expulsion from all schools. Unless the behaviour is such that it must be considered for suspension or expulsion, a response is sufficient. It is not required that these incidents be reported to the principal. For incidents where suspension or expulsion would not be considered, but the board employees feel it is not safe to respond they will be expected to inform the principal verbally as soon as possible.

Where, in the opinion of the Board employee who works with students, the behaviour observed or heard might lead to suspension or expulsion and a recommendation for expulsion, the employee must report the behaviour orally to the principal at the earliest opportunity and again in writing before the end of the school day. The employee shall follow the procedures outlined in [Section 4.1 Safe Schools Incident Reporting \(SSIR\)](#) for reporting incidents when reporting in writing.

All staff (as listed above) are required to report any activity from 306(1) and 310(1) to the Principal as soon as possible. The principal will investigate and make recommendations regarding supports, interventions, or consequences in accordance with progressive discipline

reported an incident, the matter is recommended to be dealt with as a human resource issue. Staff holding teaching certificates are also governed by the *Ontario College of Teachers Act* and, under regulation 437/97, failing to report an incident could be considered professional misconduct.

The manner in which Principals request written documentation from staff varies from school to school, however one practice that must remain consistent across the Board is that any staff who

Reporting Form - (SSIR) so that it can be further investigated by the Principal, as outlined in PPM 145.

**Activities for which suspension must be considered under subsection 306(1) of the Education Act for Junior, Intermediate and Senior Students:**

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal drugs or, unless the student is a medical cannabis user, \*cannabis;
3. Being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the school or to property located on the premises of the school;
6. Bullying;
7. Any other activity for which a student may be suspended under board policy.

For more information regarding Suspendable infraction #7, please consult

5. Trafficking in weapons or illegal drugs;
6. Committing robbery;
7. Bullying (if the student has been previously suspended for engaging in bullying and the s continuing presence in the school creates an unacceptable risk to the safety of another person);
8. Any activity listed in subsection 306(1) that is motivated by bias, prejudice, or hate
9. Giving alcohol or cannabis to a minor
10. Any other activity for which a student may be expelled under a policy of the Board

For more information regarding Suspendable infraction #7, please consult [Safe Schools: Code of Conduct for all Persons in Schools Administrative Guideline](#) and NNDSB [Governance Manual, Section GP-211 Safe Schools](#).

### **Section 4.1 Safe Schools Incident Reporting (SSIR) Form**

When a board employee or transportation provider or third-party operator providing before and/or after school programs or such persons who are not employees who come into contact with students on a regular basis becomes aware of an incident that must be considered for suspension or expulsion by the principal, board employees must, as soon as reasonably possible, repo





victim consent.



or where the victim is an adult student and does NOT consent to his/her parent/guardian being informed, the principal shall not inform the victim parent/guardian. A teacher-in-charge shall report to the Administration at the earliest opportunity the reason(s) why notification was not provided to the parent/guardian. The principal shall:

- (1) consider, as a result of the victim's disclosure, whether or not the victim is a child in need of protection and, if so, make a report to the Children Aid Society;
- (2) document in the Student Information System why the parent/guardian was not notified;
- (3) inform his/her superintendent that the parent/guardian was not informed and why;
- (4) inform the teacher or other professional or para-professional staff person, if that individual informed the principal of the potential for harm, that the parent/guardian was not informed and why; and
- (5) inform other staff working to support the student, as appropriate.

The principal shall inform the victim of the steps being taken by the school to protect the victim's safety. These measures might include a Safety Plan and the implementation of prevention strategies identified in this procedure. Where the victim has been harassed, bullied or suffered violence as a result of one or more immutable characteristics, including any grounds protected by the *Human Rights Code*, or has been sexually assaulted, the principal shall provide the victim with contact information about professional supports, such as community agencies, public health facilities and telecommunications forums, such as a help phone-line or website, that the victim may access for information, assistance and support.



having the student improve the school environment more broadly  
Equipping children with the social-



- ii. Whether appropriate individualized accommodation has been provided; and
- iii. Whether the suspension is likely to result in an aggravation or worsening the

120 the principal shall complete a Violent Incident Report ([Appendix 12](#)). Please see [Section 4.2 Reporting Violent Incidents](#).

**Alternative Suspension Program**

Students who are suspended for more than five school days are considered to be on a long-term suspension. The principal shall consult with the appropriate Superintendent of Schools if imposing a suspension greater than 5 days.

Students who are suspended for 6 or more school days shall be offered an **s are**

school that the student will participate in the ASP. If the parent(s)/guardian cannot be present, the planning meeting should proceed and the principal must attempt to follow up with

## **Section 5.1 Appeal of Suspension**

The following person may appeal, to the Board, a principal's decision to suspend a student:

1. The



Step 4: Appeal to the Board  
The Superintendent

## Decision)

### **Transfer to Another School**

Following an incident at the school, it might be necessary to transfer to another school the student who has been disciplined or the victim for safety reasons and/or for compliance with an Order of the Court or police restrictions. In all cases where possible, the student who has been disciplined should be transferred rather than the victim.

The decision to transfer a student to another school shall only be made by a superintendent in consultation with the sending and receiving school principals and shall be made only where it is consistent with the *Human Rights Code*.

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

The principal of the sending school shall invite the student if he or she is at least 18 years old (or if he or she is 16 or 17 years old and has withdrawn from parental control) or parent/guardian and the student, where appropriate, to

## **Section 6: Expulsions**

### **Expulsion of Primary Students:**

If a Primary student engages in one of the activities listed in s. 310(1) of the *Education Act*, the principal must conduct an investigation to determine if the student should be suspended. For more information regarding suspensions, refer to

**Procedural Steps When Imposing a Suspension Pending Expulsion**

When imposing a suspension pending expulsion the principal is required to affect the following procedural steps:

1. Within 24 hours of the decision, the principal must make all reasonable efforts to orally inform the parent/guardian of the suspension (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control);
2. The principal must inform the student teacher(s) of the suspension;
3. The principal in conjunction with the teacher(s) must organize school work to be provided for the student to be completed during the duration of the suspension;





respond to the principal's report in writing;

f. Information about the procedures and possible outcomes of the expulsion hearing, including that:

1. If the Discipline Committee does not expel the stu





only or from all schools of the board.

**If Student is Not Expelled**

If the board does not expel a student, the board shall, with respect to the suspension originally imposed under s. 310 the *Education Act*:

1. Confirm the suspension and the duration of the suspension;
2. 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
3. Quash the suspension and order that the record of the suspension be expung

The contents of the notice must include the following:

1. The reason for the expulsion;
2. A statement indicating whether the student is expelled from his or her school only or from all schools of the board;
3. Information about the school or program for expelled students to which the student is assigned;
4. Information about the right to appeal the expulsion, including the steps that must be taken to appeal. ([Appendix 11](#))

### **Expulsion Appeal**

The parent/guardian or the student, (if the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control) and such other person as is designated by the Child and Family Services Review Board, may appeal a Board decision to expel the student to the Child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of Board decisions to expel students.

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

## **Section 6.3 Programs for Expelled Students**

### **Components of Programs for Expelled Students**

Boards are responsible for determining the content and balance of the program for each student for both the academic and non-academic components of the program. The content and balance of the program for a student will depend on the needs of the student and







## **Section 7: Delegation of Authority**

Section 300.1 (1) of the *Education Act* states that a principal of a school may delegate in writing any of his or her powers, duties or functions under Part XIII to:

- a) a teacher employed in the school;
- b) vice-principal of the school.

Please see **Appendices;**

**[2A Delegation of Authority Teacher-in-Charge](#)**

If the teacher is not sure whether he or she should call the parents, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.



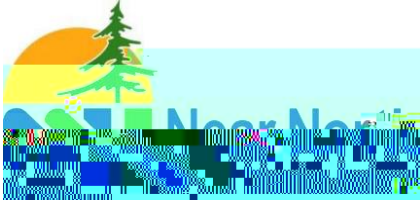
# SafeSchoolIncidentReportingForm

	<p>At a location in the school or on school property (please specify)</p> <p>At a schoolrelated activity (please specify)</p> <p>On a school bus (please specify route number)</p> <p>Other (please specify)</p>
	<p>Date: _____ Time: _____</p>

Utteringathreattoinflictseriousbodilyharmonanotherperson.  
 Possesingalcoholillegaldrugsor,unlesp0 1 329.4 456.9 Tm 0 g 0 G [( )] TJ ET Q q 176.33 1







## Delegation of Authority Teacher-in-Charge

To [insert name of teacher-in-charge]

Date[insert date]

From [insert name of administrator]

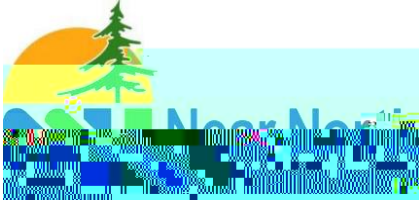
Re: Delegation of Authority

You will be delegated authority as teacher-in-charge consistent with this memo from [date] to [date].

During this time frame, the principal and vice-principal shall be away from the school. The principal can be reached by cell phone at [insert where applicable] and the vice-principal may be reached by cell phone at [ins







## Appendix 3

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## Appendix 5

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Head Office  
P.O. Box 311  
963 Airport Road  
North Bay, ON  
P1B8H1

### **Suspension Review Decision** [on the letterhead of the Board]

[Date]  
[Adult Student - see definition - page 2 / Parent/Guardian]  
[Address]

Dear [Adult

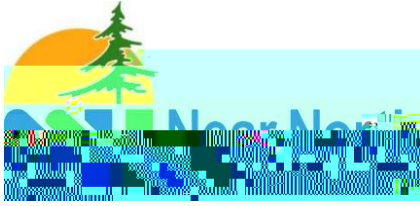
**Appendix 6**

**Notice of Suspension Appeal**  
[on Board

[Date]



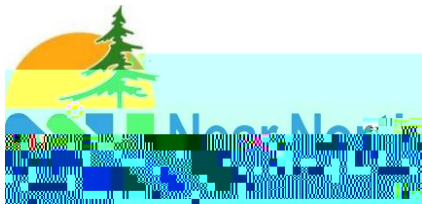




**Suspension A**



cc: Superintendent of Schools  
Superintendent of Safe Schools  
Ontario Student Record



**Notice of Recommendation for Expulsion**  
**[on the letterhead of the School]**

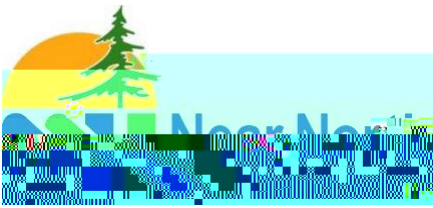
[Adult Student - see definition - page 2/Parent/Guardian]

[Address]

Dear [Adult Student s Name/Parent s/Guardian s Name]:

**Re: [Stude**

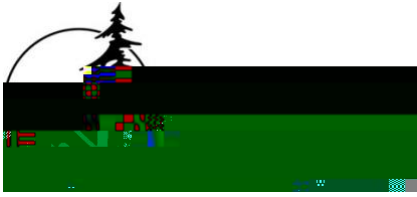
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## Appendix 11A

[Date]





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## Glossary of Terms

The following definitions apply for the purposes of student discipline in this guideline.

*Administrator* includes a superintendent, principal or vice-principal with responsibility for the school in question.

*Adult Student* is a student who is 18 years or older or 16 or 17 and has removed him/herself from parental control.

*Board Employees Who Work with Students* include administrators, teachers, educational assistants, early childhood educators, child and youth workers, social workers, psychologists, speech language pathologists and other professional and para-professional staff who have regular and direct duties with the Board.

*Board Expulsion* is an expulsion from all schools of the Board.

*Bullying* means aggressive and typically repeated behaviour by a student where,  
a) the behaviour is intended by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,  
(i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm.



such a circumstance). The principle of primacy of the *Human Rights Code* also requires school board policies and procedures to be interpreted and applied in a manner consistent with the *Human Rights Code*.

*Racialized student* is a student who may experience social inequities on the basis of race, colour, and/or ethnicity.

*Senior Student* refers to any student in Grade 11 or 12

*School Climate* is the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

*School Community* - the school community is composed of staff, students and parents of the school and feeder schools / family of schools, as well as the community of people and businesses that are served by or located in the greater neighborhood of the school.

*School Expulsion* is an expulsion a) from the school of the Board that the student was attending at the time of the incident, or b) from all schools of the Board.

*Superintendent* shall be consistent with and have the meaning attributed to Supervisory Officer in the *Education Act* and Regu