



Limestone District School Board is committed to building and sustaining a positive school climate that is safe, inclusive, and accepting for all students enrolled in the Board's schools in order to support their education so that all students reach their full potential. It is important that all students have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole-school approach involving all education and community partners is needed to bring about necessary systemic change and to prevent inappropriate behaviour.

Pursuant to the Education Act, principals are required to maintain proper order and discipline in schools, and students are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent. A principal may delegate some disciplinary responsibilities to a vice-principal and/or teacher of the school in accordance with the Education Act, Ministry of Education policies and procedures.

To meet the goal of creating a safe, caring and accepting school environment, the Limestone District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary. To that end, the Board has implemented programs and activities that focus on building healthy relationships, character development, and peer relations as part of a continuum of strategies within schools.



When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective, educational, and supportive. Schools should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices. A progressive discipline approach combines prevention and intervention strategies.

1. Goal of the Progressive Discipline and Promoting Positive Student Behaviour Administrative Procedure

The goal of this Administrative Procedure is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his/her full potential. To that end, the Board recognizes the following principles:

- 1.1. A whole-school approach, which involves all members of the school community, is critical in supporting efforts to ensure that schools are safe, inclusive, and accepting. A whole-school approach needs to occur at all levels: the board, school, class, individual, family, and community. This involves the development of respectful and caring relationships between staff, between students, and between staff and students.
- 1.2. All aspects of school life are included in a whole-school approach including, curriculum, school climate, teaching practices, policies, and procedures.
- 1.3. To improve the school climate, members of the school community need to share information to develop an awareness of factors that have an impact on the school climate and to provide information about the effectiveness of prevention and intervention strategies, practices, and programs in their school.
- 1.4. A whole-school approach is also valuable in addressing such issues as racism, intolerance based on religion or disability, bullying, homophobia, and gender-based violence.
- 1.5. Programs and activities that focus on the building of healthy relationships, a safe,



inclusive, and accepting learning environment, character development, and positive peer relations provide the foundation for an effective continuum of strategies within a school and school related activities.

- 1.6. All school 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 parent(s)/ guardian(s) and the broader community.
- 1.7. Appropriate action must consistently be taken to address behaviours that are contrary to the Provincial Code of Conduct, the Board's Code of Conduct and the school's code of behaviour;
- 1.8. Inappropriate behaviours include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, transphobia, biphobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Ontario Human Rights Code.
- 1.9. Progressive Discipline is a whole-school approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports, and consequences, building upon strategies that promote positive behaviours;
- 1.10. The range of interventions, supports, and consequences used must be clear, and developmentally and socio-emotionally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make better choices;
- 1.11. For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan;
- 1.12. All mitigating and other factors, as required by the Education Act, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the



Ontario Human Rights Commission must be considered when dealing with a situation if a student engages in conduct which might attract a disciplinary response;

1.13. In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, long-term suspension or expulsion may be the response that is required; and

1.14. Progressively or more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account mitigating and other factors.

2. Progressive Discipline Implementation Strategy

2.1. Each school will develop, in consultation with school councils and community agencies, and having regard to Administrative Procedures and Guidelines, a continuum of prevention programs, preventative actions, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. The range of interventions, supports, and consequences developed must be developmentally appropriate, and should include opportunities for students to focus on improving behaviour.

2.2. The board and schools will focus on prevention and early intervention as essential components of maintaining a positive school environment.

2.3. Members of school communities will be provided with opportunities to increase their knowledge and understanding of such issues as bullying, violence, sexual harassment, inappropriate sexual behaviour, critical media literacy, and safe internet use; and bias, stereotyping, discrimination, prejudice, and hate including homophobia, gender-based violence, racism, and ableism. The curriculum provides many opportunities for students to develop an understanding of these topics and the skills to make safe and healthy choices.

2.4. The board and schools shall support students who want to establish and lead activities and organizations/clubs/groups that promote a safe and inclusive learning



environment, the acceptance of and respect for others and the creation of a positive school climate including, (a) activities or organizations that promote gender equity; (b) activities or organizations that promote anti-racism; (c) activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or (d) 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.

2.4.1. Schools will not be required to establish groups or organizations as outlined in 2.4.0 unless there is at least one pupil who wants to establish and lead it.

2.4.2. The names of organizations/clubs/groups and activities organized by these organizations/clubs/groups, outlined in 2.4.0, must be consistent with the promotion of a positive school climate that is inclusive and accepting of all students and follow guidelines, procedures, protocols, and expectations for all school-related organizations/clubs/groups.

2.5. Preventative practices include: Human Rights strategy pursuant to P/PM 119; anti-bullying and violence prevention programs; mentorship programs; student success strategies; character education; citizenship development; student leadership; promoting healthy student relationships and healthy lifestyles.

2.6. Positive behaviour management practices include: program modifications or accommodations; class placement; positive encouragement and reinforcement; individual, peer and group counseling; conflict resolution/dispute resolution (e.g. MEND); mentorship programs; promotion of healthy student relationships; sensitivity programs; safety plans; school, Board, and community support programs; and student success strategies.

2.7. Schools are required to conduct anonymous school climate surveys of their students, parents, and staff every two years in order to inform prevention and intervention planning. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, gender



expression and sexual harassment, and must be consistent with the requirements of the Equity and Inclusive Education Strategy.

- 2.8. Schools are required to inform parent(s)/ guardian(s) that these surveys are voluntary and that they can choose not to have the student participate.
- 2.9. Schools are required to share climate survey results with their safe and accepting schools teams and to build strategies into their school improvement plans to improve the school climate regarding issues identified through their climate surveys.

3. Responding to Incidents

- 3.1. 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. “Behaviour that is not addressed becomes accepted behaviour.”
- 3.2. Board employees who work directly with students , including administrators, teachers, and non-teaching staff (such as Professional Student Services Personnel and Educational Assistants, Early Childhood Educators) must respond to any student behaviour that is likely to have a negative impact on the school climate.
- 3.3. 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.
- 3.4. Such inappropriate behaviour may involve swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism, and other behaviours for which a principal must consider suspension and/or expulsion.
- 3.5. 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) and to promise not to do it



again. In the case of homophobic or racial slurs, more education and follow-up may be required to ensure the behaviour has been adequately addressed.

- 3.6. By responding in this way, inappropriate student behaviour that may have a negative impact on the school climate is immediately addressed.
- 3.7. When an incident involves a student with special needs, Board employees are expected to respond in an appropriate way that takes into account information in the student's IEP.
- 3.8. 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 incidents for which a suspension or expulsion must be considered, Board employees must report these to the principal and confirm their report in writing using the Safe Schools Incident Reporting Form – Part I.
- 3.9. 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. For example, a Board employee would not be required to respond if it would mean having to leave a student with special education needs who would be in danger if left alone.

4. Reporting to the Principal

- 4.1. The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered.
- 4.2. An employee of the Board who becomes aware that a student at a school of the Board may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible.
- 4.3. In reporting, 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.



- 4.3.1. 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.
- 4.3.2. 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: school bus drivers, early childhood educators in board-operated extended-day programs, as well as employees and contractors of third party operators offering before-and/or after- school programs, must report to the principal as soon as reasonably possible using the "Safe Schools Incident Reporting Form- Part I".
- 4.4. 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.
- 4.5. All employee reports made to the principal must be confirmed in writing, using the "Safe Schools Incident Reporting Form – Part I". Activities for which a student may be suspended or expelled are specified on this form in accordance with Administrative Procedures 357, 358 and 359.
- 4.6. The principal must provide the person who submitted the report with written acknowledgement of receipt using the "Safe Schools Incident Reporting Form – Part II".
- 4.7. A principal shall investigate any matter reported under section 4.2.0. Each report will be assigned a report number.



- 4.7.1. After investigating a matter reported under section 4.2.0, the principal shall communicate the results of the investigation to the teacher, if a teacher made the report. If the matter was reported by an employee who is not a teacher, the principal shall communicate the results of the investigation to the employee, unless, in the principal's opinion, it would not be appropriate to do so.
- 4.7.2. Prior to disclosure of information to staff, the principal must inform staff that they must treat any information disclosed about a student or incident as confidential.
- 4.7.3. 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.
- 4.7.4. 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.
- 4.8. If the principal has decided that action must be taken as a result of any incident within the progressive discipline continuum, they 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 aggressors and victims, must be removed from the form before it is filed in the OSR of the student whose behaviour was inappropriate.
- 4.9. 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 aggressors and victims, must be removed from the form before it is filed in the OSR of the student whose behaviour was inappropriate.

- 4.10. In the case of the victim, no information about the incident must be placed in his/her OSR, unless the victim or parent(s)/ guardian(s) of the victim expressly requests that it be placed in the OSR.
- 4.11. In situations where the victim is also an aggressor and the principal has taken some action short of suspension, no information about the incident must be placed in this student's OSR if the principal has decided not to notify this student's parent(s)/ guardian(s). However, if the principal has notified this student's parent(s)/ guardian(s), information regarding the incident and the action taken will be placed in the OSR.
- 4.12. The form and documentation must be kept in the OSR for minimum of one year.
- 4.13. 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" and must specify whether action has been taken or no action is required. Information that could identify the student(s) involved must not be part of the acknowledgement.
- 4.14. If no further action is taken by the principal, the principal is not required to retain the report and should destroy it.
- 4.15. In addition to all employees of the Board, school bus drivers must also report such incidents in writing to the principal of the school. Bus driver reporting requirements will be included in transportation contracts and procedures.

5. Supports for Students

- 5.1. All employees of the Board must take seriously all allegations of racism, gender-based violence, homophobia, transphobia, biphobia, sexual harassment, and inappropriate sexual behaviour, and act in a timely, sensitive, and supportive



manner.

5.2. Board employees who work directly with students are expected to act in a timely, sensitive, and supportive manner to support all students, including those who disclose or report such incidents, and those that engage in inappropriate behaviour to assist them in developing healthy relationships, making good choices to support their learning, and by providing them with contact information about School, Board, and Community professional supports, and also by making this information readily available to students who wish to discuss issues of healthy relationships, gender identity, and sexuality.

5.3. For situations outlined in 4.2.0, principals are required to notify the parent/guardian of a victim who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control, of 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.

5.3.1. For situations outlined in 4.2.0, principals are required to notify the parent(s)/guardian(s) of any student who the principal believes has engaged in an activity that resulted in harm to another student, or other students, unless the student is 18 years of age or older, or they are 16 or 17 and withdrawn from parental control. When notifying a parent or guardian of a student that engaged in an activity outlined in 4.2.0 that resulted in harm, the principal, or designate, shall disclose 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 their engagement in the activity.

5.3.2. When contacting the parent(s)/guardian(s) of either the victim or the student that engaged in an inappropriate act, the principal shall not disclose the name or any other identifying or personal information about the other student except as necessary to comply with sections 5.3.0 and/or 5.3.1. The principal shall



invite the parent or guardian to have a discussion with the principal about the supports that will be provided for the student.

- 5.4. The principal may inform a parent(s) / guardian(s) of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information.
- 5.5. Notwithstanding 5.3.0, principals are not permitted to notify the parent(s) / guardian(s) of a victim of a serious student incident if the principal is of the opinion that doing so would put the student at risk of harm and would not be in the student's best interests.
- 5.6. When a principal has decided not to notify the parent(s) / guardian(s) of a victim, the principal must document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision.
- 5.7. A principal will refer students to a community-based service provider that can provide the appropriate type of confidential support when their parent(s)/guardian(s) are not called.
- 5.8. Appropriate plans will be developed to protect the victim. Information about the plan will be communicated to the parent(s)/guardian(s) of the victim. Parent(s)/guardian(s) who are dissatisfied with the plan and have indicated their dissatisfaction with the plan to the principal, may contact the supervisory officer of the school.
- 5.9. In circumstances where Board employees have reason to believe that a student under the age of 16 may be in need of protection, Board employees must contact the appropriate Family and Children's Services according to the requirements of the Child and Family Services Act and Administrative Procedure 241.
- 5.10. When it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved.



5.11. School Transfers Related to School Safety

- 5.11.1. To support students who are moved to another school due to a school safety concern, a transfer meeting between the schools involved will be coordinated to put in place a transition strategy which will identify additional supports and resources that the student may require. (e.g. referral to a community agency or school-based supports)
- 5.11.2. The transfer 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 included to the meeting. Schools must make reasonable efforts to accommodate parent/guardian participation in the meeting.
- 5.11.3. 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.
- 5.11.4. The receiving school will endeavor to be in possession of the student's OSR prior to the occurrence of the transfer meeting. If the OSR is in possession of the receiving school, the OSR must be available to be consulted at the meeting.
- 5.11.5. Prior to the start of the transfer meeting, school administration must inform all staff participants that they must treat any information about the student and the incident(s) disclosed at the meeting as confidential.

6. Progressive Discipline Consequences

- 6.1. Progressive discipline may include early and/or ongoing intervention strategies such as: contact with the student's parent/guardian; oral reminders; review of expectations; written work assignments with a learning component; volunteer service to the school community; peer mentoring; referral to counseling; conflict mediation and resolution (e.g. MEND); and/or consultation.
- 6.2. Progressive discipline may also include a range of interventions, supports and



consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following: meeting with the student's parent/guardian, student and the principal or vice-principal; referral to a community agency for anger management or substance abuse counselling or other counselling; detentions; withdrawal of privileges; withdrawal from class; restitution for damages; restorative practices (e.g. MEND); and/or transfer.

- 6.3. 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.
- 6.4. 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 consequences.
- 6.5. In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:
 - (a) The particular student and circumstances (i.e. mitigating or other factors);
 - (b) The nature and severity of the behaviour; and
 - (c) The impact on the school climate (i.e. the relationships within the school community).
- 6.6. In circumstances where a student will receive a consequence for their behaviour, it is expected that the principle of progressive discipline, consistent with the Ontario Human Rights Code, Ministry of Education direction and P/PM 145 will be applied, if appropriate.
- 6.7. Exclusion pursuant to section 265 (1) (m) of the Education Act is not acceptable for discipline purposes or as an alternative to discipline, and may only be imposed in accordance with the Education Act and Board procedures, and must be consistent with the Ontario Human Rights Code.



- 6.8. The use of suspension and expulsion is supported where a student has committed one or more of the infractions outlined in Administrative Procedures 357, 358, and 359 on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.
- 6.9. As part of this process, the Board will provide for ongoing dialogue with parent(s) / guardian(s) on student achievement and behaviour. The Board will also provide opportunities for students to improve the school climate through assuming leadership roles.

7. Circumstances in which a Principal must consider whether to Suspend a Student

- 7.1. A Principal shall consider whether to suspend a student in grades 4 - 12 when the Principal believes that the student engaged in any of the activities set out below while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school climate:
- (a) Uttering a threat to inflict serious bodily harm on another person;
 - (b) Possessing alcohol, recreational marijuana, or illegal drugs;
 - (c) Being under the influence of alcohol, recreational marijuana or illegal drugs;
 - (d) Swearing at a teacher or at another person in a position of authority;
 - (e) Committing an act of vandalism that causes damage to school property at the student's school or to property located on the premises of the student's school; or that causes damage to the property of the Board or to goods that are on school board property;
 - (f) Bullying [note 8.1.0 (I)], including cyber-bullying;
 - (g) An act of racism;



- (h) Persistent truancy;
- (i) Persistent opposition to authority;
- (j) Habitual neglect of duty;
- (k) Conduct injurious to the moral tone of the school and/or physical or mental well being of others in the school;
- (l) Any other activity that is an activity for which a Principal may suspend a student under another Administrative Procedure of the Board (e.g. AP 357).

7.1.1. If a student in junior kindergarten to Grade 3 has engaged in any of the activities listed above, the Principal must consider what positive behaviour supports could be provided to the students. There are a number of interventions that can be utilized. For example:

- understanding the root causes of the behaviour;
- providing counselling and mental health supports (with parental / guardian permission);
- problem solving with students to identify alternative behaviour choices;
- communicating and teaching of behavioural expectations;
- helping students deal with conflict and learn how to manage emotions;
- using restorative practices to repair harm to people / relationships (with parental / guardian permission);
- resolving conflict through discussion and understanding the harm that has been caused to others because of the student's behaviour;
- a facilitated family/ guardian / group conference to discuss the impact the behaviour had on others in the school;



- in-kind restitution (determined by the principal) that permits the student to help to restore or improve the school environment either by directly addressing the student's behaviour (e.g. in cases of vandalism students can work to undo damage they have caused), or by having the student improve the school environment more broadly;
- equipping students with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behaviour.

7.1.2. Before suspending a student, the Principal must consider the individual circumstances of that student and must specifically take into account the following factors:

- The student does not have the ability to control their behaviour
- The student does not have the ability to understand the possible consequences of their behaviour
- The student's presence in the school does not create an unacceptable risk to the safety of another person
- The student's history (i.e. personal history such as recent trauma in the student's life)
- Whether progressive discipline has already been used
- Whether the behaviour is related to harassment because of the student's race, ethnic origin, religion, disability, gender or sexual orientation or any other type of harassment
- How the suspension will affect the student's ongoing education
- The student's age
- If a student has special education needs and has an Individual Education plan, the Principal must also consider:
 - Whether the behaviour was a manifestation of a disability identified in the student's plan



- o Whether appropriate accommodation has been provided
- o Whether suspension is likely to aggravate or worsen the student's behaviour or conduct.

Each decision on discipline is unique for each student. Based on these factors, the principal can decide on different consequences and supports for each student.

8. Circumstances in which a Principal Shall Suspend a Student and for which a student may be expelled K - 12

8.1. A Principal shall suspend a student in grade 4 to 12 when the Principal believes that the student engaged in any of the activities set out below while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- (a) Possessing a weapon, including possessing a firearm;
- (b) Using a weapon to cause or to threaten bodily harm to another person;
- (c) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- (b) Committing sexual assault;
- (e) Trafficking in weapons or illegal drugs;
- (f) Committing robbery;
- (g) Giving alcohol, recreational marijuana or drugs to a minor;
- (h) Giving drugs to a minor;
- (i) The student's pattern of behaviour is so refractory that the student's presence is injurious to the effective learning and/or working environment of others; or
- (j) The student has engaged in activities that cause 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;



- (k) The student has demonstrated through a pattern of behaviour (i.e. neglect of duty, truancy or opposition to authority) that they have not prospered by the instruction available to them and that they are persistently resistant to making the changes in behaviour which would enable them to prosper;
- (l) Bullying, if (i) the student (in grade 4 – 12) has previously been suspended for engaging in bullying, and (ii) the student's continuing presence in the school creates an unacceptable risk to the safety of another person;
- (m) Any activity outlined in 7.1.0 that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor; and
- (n) Any other activity that is an activity for which a Principal must suspend a student under another Administrative Procedure of the Board (e.g. AP 357) and, accordingly, must also conduct an investigation to determine whether to recommend to the Board that the student be expelled.

8.1.1. Regarding the actions above, if the student is in junior kindergarten to Grade 3, the principal must conduct an investigation regarding the allegations to determine if the student should be suspended.

8.2. In the event of a suspension for an activity listed above, the Principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the Education Act and its Regulations, applicable Policy/Program Memorandums and Administrative Procedures.

9. Delegation of Authority Regarding Discipline

9.1. As per P/PM 145, Principals may delegate authority regarding discipline to Vice-Principals and Assistant Vice-Principals, with the exception of the final decision to recommend to the Board to expel a student.

9.2. In the absence of the Principal, Vice-Principal and/or the Assistant Vice-Principal from the school, the Principal may delegate authority to a teacher-in-charge under the following conditions:



- (a) the delegation must be in writing (AP 353 Form A) and must respect the terms of the applicable collective agreement;
- (b) a teacher may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion;
- (c) the most important consideration in these circumstances is the safety of those involved;
- (d) the teacher must report all details of the initial investigation to the principal as soon as possible;
- (e) any activities that must be considered for suspension or expulsion, reported by staff during the absence of the principal and vice principal, must be reported to the principal;
- (f) a teacher may not be delegated authority regarding suspension decisions or recommendations regarding expulsion of students;
- (g) a teacher may be delegated limited authority to contact the parents of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- (h) the teacher may not disclose the nature of any disciplinary measures taken in response to the activity;
- (i) if the teacher is not sure whether he/she should call the parents, the teacher should contact the principal or supervisor for direction. The principal or vice-principal will follow up with the parents as soon as possible.

9.3. Board Operated Extended-Day Programs (It should be noted that current Child Care Providers are Third Party Providers - only Duty to Report provisions would apply to



LDSB Third Party Providers)

- 9.3.1. The principal's authority may be delegated in writing to Early Childhood Educators (ECEs) working in board-operated extended-day programs and their supervisors, in the absence of the principal and vice-principal. This delegated authority is only exercised with respect to a student enrolled in an extended-day program in the school, and is only exercised during the time that the extended-day program is operated in the school.
- 9.3.2. ECEs working in board operated extended-day programs, and their supervisors, may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The ECE or supervisor must report all details of the initial investigation to the principal as soon as possible.
- 9.3.3. The ECE or supervisor must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. ECEs working in board-operated extended-day programs, and their supervisors, may not be delegated authority regarding suspension decisions or recommendations regarding expulsion of students.
- 9.3.4. ECEs working in board-operated extended-day programs, and their supervisors, may be delegated limited authority to contact the parent(s) / guardian(s) of a student who has been harmed as the result of a serious student incident and the parent(s)/ guardian(s) of the student who has engaged in the activity. The information provided to the parent(s)/ guardian(s) by the ECE or supervisor must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- 9.3.5. The ECE or supervisor must not be delegated the authority to discuss the nature of any disciplinary measures taken in response to the activity.
- 9.3.6. If the ECE or supervisor is not sure whether they should call the parent(s) /



guardian(s), the ECE should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parent(s) / guardian(s) as soon as possible.

10. Exclusion Ordered by the Medical Officer of Health

10.1. In accordance with the Immunization of School Pupils Act, Reg. 645, the Medical Officer of Health may order that a student be suspended or excluded from school where the student is not immunized as required by legislation and is not legally exempt from being immunized.

11. Building Collaboration

11.1. The Board will develop a process for building on existing community arrangements and for developing new collaboration with community-based service providers, including local police services, to support students and their families.

11.2. Schools will work with agencies and organizations that have professional expertise in racism, gender-based violence, sexual assault, homophobia, sexual harassment, and inappropriate sexual behaviour to provide appropriate support to students, parent(s) / guardian(s) and teachers in addressing these issues.

11.3. A current contact list of community agencies or organizations that have professional expertise in these areas will be made available to staff and students in every school.

11.4. KFL&A Public Health will be provided access to schools to deliver their mandated public health curriculum.

11.5. The Community Threat Assessment Protocol: A Collaborative Response to Student Threat Making Behaviours formalizes the commitment of the Board and its community partners to making our schools safe for students and staff. The multidisciplinary response team will respond to student behaviours that pose a potential risk to students, staff and members of the community. Appropriate support and intervention plans will be put into place.



- 11.6. The HDH/KGH/Limestone District School Board Protocol formalizes communication links between the two hospitals and the Board on behalf of students who need immediate mental health assessment and support.

12. Training Strategy for Administrators, Teachers and Other School Staff

- 12.1. The Board will develop a training strategy for this Administrative Procedure for all administrators, teachers, educational assistants, early childhood educators, office administrators, custodians, and other Board staff who work in an environment that includes students.
- 12.2. The Board will ensure that others (e.g., parent(s)/ guardian(s), volunteers, community agencies) are aware of this administrative procedure.

13. Monitoring and Review

- 13.1. Performance indicators for monitoring, reviewing and evaluating the effectiveness of this procedure will be developed in consultation with teachers, students, parent(s)/ guardian(s), school councils, and the Special Education Advisory Committee (SEAC).

Legal References:



P/PM 145 Progressive Discipline and Promoting Positive Student Behaviours, December 2012
P/PM 128 the Provincial Code of Conduct and School Board Codes of Conduct, December 2012
P/PM 149 Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals, September 2009.

Immunization of School Pupils Act, and Regulation 645

Education Act Part XIII – Behaviour, Discipline and Safety

LDSB Administrative Procedure 103

P/PM 119

Ontario Human Rights Code