
Title of Policy: P402 - Progressive Discipline
and Promoting Positive Student Behaviour

Date Approved: Sept. 2012 (P289); Revised: July 2018 (Renumbered as P402)

Approved By: Administration

Purpose:

This policy provides a framework for the essential work of building and sustaining a positive school climate that is safe, inclusive, and accepting for all students in order to support their education so that all students reach their full potential. A progressive discipline approach combines prevention and intervention strategies and discipline with opportunities for students to continue their education.

Specifically, this policy lays out the ways in which the Rockway community will work to promote positive student behaviour and respond to negative behaviour.

Scope:

This policy applies to students whether they are on school property, on school busses, at school-related events or activities (including international trips), or in other circumstances that could have an impact on the school climate. It also apply to all individuals who are part of our school community – principals, teachers, other school staff, parents, volunteers, and community groups using the school.

Applicable regulation(s):

Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour, December 5, 2012

The Education Act, sections 306 and 310

Ontario Regulation 472/07, "Behaviour, Discipline and Safety of Pupils"

1. Policy Statement:

- 1.1 The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.
- 1.2 All inappropriate student behaviour, including bullying, must be addressed.
- 1.3 Responses to behaviours that are contrary to the school's code of conduct must be developmentally appropriate.
- 1.4 Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
- 1.5 The range of interventions, supports, and consequences used at Rockway must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
- 1.6 Rockway's board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.

2. Theological and Philosophical Assumptions

- 2.1 God created us. We have intrinsic worth.
Effective discipline respects the inherent value and dignity of students - even in challenging moments.
- 2.2 God created a good, orderly world and identified values reflecting the worth of this creation.
Effective discipline understands that our choices can uphold and strengthen, or weaken and hurt, us as individuals and as a school community. Fair behavioural expectations help students respect and care for themselves and others.
- 2.3 God gave us one another with whom to relate.
Effective discipline is built on caring, consistent, firm and loving relationships with students.
- 2.4 God granted us freedom to choose and to take responsibility for our choices.
Effective discipline trusts that students will abide by behavioural expectations and affirms their accountability for choices made.
- 2.5 God loves us without condition, even when we fail.
Effective discipline acknowledges that when students experience trust, respect, accountability and grace, they are able to grow through failure.
- 2.6 God desires that we be restored to one another when harm has been done.
Effective discipline views negative behaviour as being about bad choices - not bad people. Things are set right and relationships restored when we identify harm done, along with responsibilities and ways to fix the problem.

3. Commitment to Students

- 3.1 Our discipline must always seek to respect the dignity of all students - even when poor or harmful choices have been made. Respect for students and a concern for their learning and character are fundamental.
- 3.2 Behavioral expectations grounded in respect (for self, peers, teachers and learning environment) apply to all students. Even so, our discipline seeks to be person centered. Responsibility and accountability for choices are best shaped on an individual basis - within the overall behavioral and policy expectations of our school.
- 3.3 Our discipline must be both past and future oriented in that it helps students take responsibility for choices made and be supported to make more responsible future choices. We want students to learn from the past - for the future.

4. Accountability and Restoration

- 4.1 Discipline is effective when it combines accountability for choices made and a commitment to restore relationships for harm done. Parallel commitments to accountability and restoration cannot be separated.
- 4.2 Discipline with Accountability: Students must be accountable for poor behaviour choices they make. Guidelines and expectations, clearly understood, are important for healthy personal and community living. Appropriate consequences reflecting a sense of “justice” (righting a wrong) are appropriate when students choose to break guidelines and expectations. It is important for students to reflect on questions such as: *“What expectations have I broken? Why did I do so? What appropriate consequence should the school community and those impacted expect of me? How, in this instance, is a sense of justice - for me and for the school - best served?”*
- 4.3 Discipline that Restores: Poor behavioral choices by students involve more than breaking an expectation or rule. Such choices often violate people and relationships and create obligations to victims and those impacted within a larger school community. The goal of our discipline must be to “put things right” by identifying the needs of victims and the responsibility of students to repair the harm they caused. Effective discipline includes asking questions such as *“Who has been hurt by my choices? What are their needs? What do I need to do in order to repair the harm that I have caused? In what ways must I assume responsibility for fixing the problem?”*

5. Prevention and Awareness Raising

- 5.1 Positive school climate is the sum total of all the personal relationships within the school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. Rockway is committed to a positive school climate which exists when all members of the school community feel safe, comfortable and accepted. As such, all teachers will model our belief that each person is made in the image of God and is entitled to dignity and respect.
- 5.2 Rockway students will participate in early intervention and behaviour prevention opportunities and training, including but not limited to:
 - a. classroom programs with curriculum links, as appropriate
 - b. character-building opportunities through school initiatives
 - c. service opportunities within the broader community to foster awareness of, and commitment to, others
 - d. chapel programs that build, reinforce and encourage the development of spiritual and personal responsibility to self and others
 - e. training and leadership opportunities in restorative justice and character development
 - f. healthy, accepting lifestyles initiatives
 - g. faith-infused learning opportunities which develop an attitude of peace-making, as well as discerning what makes for a just and compassionate world.

- 5.3 In the course of a day, there are many “teachable moments” when issues appear to arise. Prompt intervention with a few moments of coaching and support at these critical times can help all children and youth, including those who may be at risk, to develop the skills and understanding that they need to maintain positive relationships with others. Such interactions that students have with their teachers, other school staff, and fellow students, as well as with principals, vice-principals, their parents, and others, can be used to help them improve their social skills.
- 5.4 Character Development is an ongoing process of growth that intentionally models, teaches and inspires all persons to want to do the right thing for the common good of our whole community. It is the journey of connecting deep caring to knowing, feeling and doing.
- 5.5 In addition to teachers and administrators, other school staff, para-professionals, and volunteers play an important role in supporting students and contributing to a positive learning and teaching environment. In schools where respectful interactions are encouraged and modelled, prevention is occurring all the time.
- 5.6 Student behavior is often contingent on teacher behavior. The integrity and modeling of teachers is critical to effective discipline. Teachers must model the standards to which they too are accountable and engage in creative and purposeful interaction and teaching. Good discipline begins with teacher self-discipline and a commitment to deal with small problems long before they become major problems.
- 5.7 As part of the monitoring and evaluation of their policies, Rockway will conduct anonymous school climate surveys of students, staff, and parents at least once every two years. These surveys will include questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.
- 5.8 Parents will be informed that the surveys are voluntary and that they can choose not to have their child participate.
- 5.9 Rockway will not collect any name or any identifying number, symbol, or other particular assigned to a person, in accordance with subsection 169.1(2.2) of the Education Act.
- 5.10 The results of the school climate survey results will be shared with administration, faculty, staff, and the executive board.
- 5.11 Administration will build strategies into professional development plans and they will revise policies and procedures to improve the school climate regarding issues identified through their climate surveys.

6. Progressive Discipline – Context and Policy

- 6.1 Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.
- 6.2 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 and supportive.
- 6.3 Rockway utilizes a range of interventions, supports, and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices.
- 6.4 In every instance of a serious discipline issue, school administration will undertake a fair and thorough process to investigate the circumstances surrounding the issue. This process will be characterized by respect, careful listening to students, a commitment to honor issues of confidentiality and an awareness of the impact of this issue on other students and on the school community. An accurate written record will be kept of pertinent conversations or details that are part of the process.
- 6.5 In some circumstances, short-term suspension may be a useful and/or necessary tool. In the case of a serious student incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.
- 6.6 Programs will be developed for any students who are on a long-term suspension so that they can continue their education.
- 6.7 A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting serious student incidents, and responding to incidents of inappropriate and disrespectful behaviour when they occur.
- 6.8 Progressively 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.
- 6.9 Ongoing interventions may be necessary to address underlying causes of inappropriate behaviour. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring, and/or a referral to counselling.
- 6.10 In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:
 - the particular student and circumstances;
 - the nature and severity of the behaviour;
 - the impact on the school climate, including the impact on students or other individuals in the school community.
- 6.11 Under recent amendments to the Education Act, principals must suspend a student for bullying and consider referring that student for expulsion if (1) the student has previously been suspended for bullying, and (2) the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of

another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.

- 6.12 Principals must also suspend a student, and consider referring that student for expulsion, for any incident under subsection 306(1) of the Education Act, including bullying, 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 (e.g. socio-economic status, appearance).
- 6.13 Effective discipline does not include put-downs, sarcasm, threats or physical intimidation by any teachers or administrators.

7. Serious Incidents – Definitions and Procedures

- 7.1 Serious discipline issues are those which run contrary to our school's code of conduct and which violate laws applying to all young people in our wider community. The Education Act outlines activities for which suspension and expulsion must be considered by the principal.

Activities for which suspension must be considered under the Education Act

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol, marijuana, or illegal drugs
- Being under the influence of alcohol, marijuana, or illegal drugs
- Swearing at a teacher or at another person in a position of authority
- 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
- Bullying or harassment (including sexual harassment)
- Inappropriate sexual behaviour

Activities for which expulsion must be considered under the Education Act

- Be in possession of any weapon including knives of any kind (knives can include, pocket, folding, hunting/fishing, whittling, survival, utility, collector, blade on corkscrew device, etc.), and firearms
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- 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)
- Any activity listed above as grounds for suspension that is motivated by bias, prejudice, or hate
- Giving alcohol to a minor

- 7.2 In all instances of serious discipline, administration must consult with the Board Executive of Rockway's Board of Directors. This consultation will review the circumstances involved and confirm the nature of the consequence, suspension, or expulsion to be applied.

- 7.3 In all instances in which school administrators are involved in dealing with serious discipline issues, the parent/s or guardian/s of the student/s will be contacted and fully informed of the circumstances, choices involved and of the consequences which will be applied.
- 7.4 Police involvement will be considered in all serious incidents.
- 7.5 Mitigating and Aggravating Factors: The following considerations will help in determining the duration of any suspension related to alcohol or drugs:
- What is our history with this student? Have they been in trouble before? Is this the 1st time they have been involved in this kind of situation? Is there a pattern here?
 - What expectations have they broken? Why did they do so?
 - What appropriate consequence should the school community and those impacted expect of them? How, in this instance, is a sense of justice - for the student and for the school - best served?
 - Is this student committed to be in our school and to learn from their choices? Are the parents supportive and willing to be involved in supporting us and their child?
 - How do we assess the likelihood that this student will make the same choices again? What is our assessment of the impact of this student on others should they return after a suspension?
- 7.6 Review of Suspension: In all cases involving a suspension of more than 7 days, the principal will initiate a review of the suspension decision. This review, involving the Principal, Assistant Principal, and Board Executive, is intended to act as an opportunity for sober, second thought regarding the circumstances and consequence applied. Should any change in the suspension be recommended, this will be communicated to the student and to her / his parents.
- 7.7 Appeal of Suspension: In all cases involving a suspension, parents have a right to appeal to the Rockway Board Executive to have the circumstances and consequence reviewed. The Rockway Board Chairperson will facilitate this review which will involve the parents, student, administration and others as appropriate. The decision of the Board Executive from this review process will be considered final.
- 7.8 Conditions for Re-entry: Serious consideration will be given to conditions that must be met for students returning to school following a suspension. Our goal of restoration through forgiveness and accountability will include the following considerations:
- Students returning from a suspension must be committed to learn and grow from their experience. This commitment will be reflected in a written Commitment Plan from each student which responds to the following questions:
 - Who has been hurt by my choices? What are their needs?
 - What do I need to do in order to repair the harm that I have caused?
 - To whom do I need to talk, apologize and set things right?
 - In what ways must I assume responsibility for fixing the problem? What can I offer back to the school community that would be of benefit to others? What changes am I committed to make? What kind of support

do I need? What am I willing to receive, from within the school and the community?

- b. In all cases, the school will put in place specific, appropriate supports for students who re-enter the school community following a suspension. Depending on the situation, this may involve teacher mentor supports, counseling through our Student Services department, connections with outside agencies or pastors / mentors in congregations - or other school supports as deemed appropriate for the student and situation. Students who are suspended will be supported academically by the school in the following ways:
 - Teacher and student contact via email and voice mail will be facilitated.
 - Teachers will outline important expectations and areas of learning for students to work at independently. Students on suspension will be accountable for work on projects, essays, ISU's and other work as outlined by the teacher. These students will submit such work to the school on due dates identified.
 - Teachers will provide make-up test writing opportunities.
- c. Administrative consideration of ongoing student responsibility and accountability in terms of school program involvement, will be made for every student returning from a suspension. Conditions for re-entry to the school may include community service or other positive ways students can contribute their gifts and time. It may also include conditions related to student leadership and representation of our school (on student council or committees, athletic teams, in dramas or music initiatives and in any future overnight retreats and / or exchanges).
- d. In all cases where students have been suspended, their re-entry to the school will include a formal meeting. This meeting will involve the student and a friend of her / his choice; the student's parents; the school principal or assistant principal and a guidance counselor. The purpose of this meeting is to clarify and establish the commitments being made from all parties.

7.9 Further Guidelines for Suspensions – Alcohol, Marijuana, and Illegal Drugs

Note that all of these policies apply for all school-related events and activities, including for students who are on international trips or exchanges, even when the laws around drinking or drug use differ from those of Canada in the host country.

Possession, use or sharing of alcohol or marijuana

- a. Students who possess or use alcohol or marijuana will be suspended for between 3 and 10 school days.
- b. Students sharing or supplying alcohol or marijuana with, or to, other students will be suspended between 5 and 10 school days.
- c. In cases in which alcohol or marijuana use, sharing, or supplying is deemed to be excessive in the judgment of administration and Board Executive or in cases where students have previously been involved with alcohol or marijuana, school administration and the Board will give consideration to increasing the suspension length beyond the parameters identified and /or removing the student permanently from the school.

Possession, use or sharing of illegal drugs

- a. Students in possession of or using illegal drugs will be suspended for between 5 and 10 school days.
- b. Students sharing with other students, or supplying/ selling illegal drugs to other students, will be suspended for between 10 - 20 school days.
- c. In cases in which drug issues involve the use of harder illegal drugs or is deemed to be excessive in the judgment of administration and Board Executive, and/or in cases where student(s) are involved on a repeated basis with illegal drugs, school administration and Board will give consideration to removing the student permanently from the school.

Selling / Dealing / Trafficking of Alcohol or Illegal Drugs

If a student is selling or trafficking alcohol or illegal drugs an investigation will begin with a suspension leading to a formal expulsion hearing at the Board of Directors. No allowance will be given for completion of course credits or the writing of final exams in a case where a student has been expelled from our school.

8. Responding to Incidents (Faculty and Staff Responsibilities)

- 8.1 The purpose of responding to incidents that can have a negative impact on school climate (i.e., 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." (Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships)
- 8.2 School employees, para-professionals, and volunteers who work directly with students – including administrators, teachers, school staff, private music instructors, private tutors, and volunteers – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the 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.
- 8.3 Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and asking the student to correct the behaviour (e.g., to apologize for a hurtful comment and/or to rephrase a comment). By responding in this way, caring adults immediately address inappropriate student behaviour that may have a negative impact on the school climate.
- 8.4 School employees, para-professionals, and volunteers who work directly with students are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person. However, serious student incidents must be reported to the principal and confirmed in writing (see also section 9, "Reporting to the Principal").
- 8.5 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, board employees would not be required to respond if it would mean putting themselves or a student in an unsafe situation.

9. Reporting to the Principal or Vice Principal (Faculty and Staff Responsibilities)

- 9.1 The purpose of reporting serious student incidents is to ensure that the principal or vice 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.
- 9.2 The Education Act states that an employee of the school who becomes aware that a student at the school may have engaged in a serious student incident shall report the matter to the principal or vice principal as soon as reasonably possible.
- 9.3 Volunteers or para-professionals working directly with students in the school must also report any incident of bullying to the principal or vice principal.
- 9.4 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 or vice principal no later than the end of the school day.

- 9.5 In cases where an immediate action is required, a verbal report to the principal or vice principal may be made. A written report must be made when it is safe to do so.
- 9.6 All employee reports made to the principal or vice principal, including those made verbally, must be confirmed in writing, using the "Safe Schools Incident Reporting Form – Part I". See P289 – Progressive Discipline and Promoting Positive Student Behaviour for further details about reporting protocols.
- 9.7 The principal or vice principal must investigate all reports submitted by school employees, as outlined in the Education Act. Once the investigation is complete, the principal or vice 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 or vice principal will communicate the results of the investigation to that employee if the principal or vice principal considers it appropriate. Communication between the principal or vice 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.
- 9.8 The principal or vice principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation, in accordance with the Education Act. This information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.
- 9.9 In all cases, the principal or vice principal must provide the employee who reported the incident with written acknowledgement, using the "Safe Schools Incident Reporting Form – Part II".
- 9.10 If the principal has decided that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in bullying and students who have been harmed – must be removed from the form before it is filed in the student's OSR.
- 9.11 Where the principal has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in bullying and students who have been harmed – must be removed from the form before it is filed.
- 9.12 In the case of the student who has been harmed, no information about the incident must be placed in his or her OSR, unless that student's parents expressly request that it be placed in the OSR.
- 9.13 In situations where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.
- 9.14 The form and documentation must be kept in the OSR for a minimum of one year.
- 9.15 If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the reporting form must be retained in that student's OSR for:

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

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

10. Disclosure of Personal Information

School employees, para-professionals, and volunteers who work directly with students may need to know, for any particular student, behaviours that may present a potential risk of physical harm to school staff or students. The principal or vice principal may disclose enough information to allow employees to carry out their duties, including their duty to respond to inappropriate and disrespectful student behavior.

11. Supports for Students

- 11.1 Students who are affected by serious student incidents and students who engage in these types of incidents will be supported directly by school staff – administrators, students services teachers, resource learning teachers, etc. – to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success.
- 11.2 The parents of such students will be engaged by the principal or vice principal as early as possible to ensure that appropriate supports are in place at home, including appropriate interventions or structures that could be put in place at home to support the student.
- 11.3 School staff may also work directly with families to provide information about community-based service providers that may support them. Community-based services may include private counselors or therapists, in addition to free community resources, including:
- Kids Help Phone: 1-800-668-6868
 - Waterloo Region Crisis Line: 1-844-437-3247
 - Front Door Child & Youth Mental Health: 519-749-2932
 - 24/7 Online Counselling: www.kidshelpphone.ca
 - Online counselling: www.yourlifecounts.ca
 - Walk-in Counselling:
 - Tuesday: 12pm-6:30pm at Lutherwood, 35 Dickson St. Cambridge
 - Wednesday: 12pm-6:30pm at Front Door, 1770 King St. E, Kitchener
 - Thursday: 9am-3:30pm at Langs, 1145 Concession Rd., Cambridge
 - Saturday: 9am-3:30pm at Front Door, 1770 King St. E, Kitchener
 - In Ayr, Wellesley, New Hamburg, or Elmira: call 519-749-2932
- 11.4 When a student is harmed, the principal and vice principal will work with that student and his/her family to develop specific plans to protect the student. This plan will be monitored by administration, but parents are encouraged and invited to give feedback about the plan if they are not satisfied with the supports that their children receive.

12. Notifying Parents

- 12.1 The Education Act specifies when principals are required to notify the parents of students who have been harmed as the result of a serious student incident. The principal or vice principal shall disclose the following information:
- 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
 - the supports that will be provided for the student in response to the harm that resulted from the activity
- 12.2 The act also specifies that principals are required to notify the parents of students who have engaged in serious student incidents. The principal or vice principal shall disclose the following information:
- 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
 - the supports that will be provided for the student in response to his or her engagement in the activity
- 12.3 When notifying parents of these incidents, the principal will invite parents to have a discussion with her about the supports that will be provided for their child.

13. Delegation of Authority Regarding Discipline

- 13.1 Whenever possible, boards must ensure that at least one of either the principal or vice principal is present on school property during the school day.
- 13.2 On days when both the principal and vice principal are out of the school, one or more teachers will be assigned temporary authority to respond to discipline issues that may arise. The full faculty will be made aware of this assignment through an email from the principal. The principal's email will identify when and to whom administrative responsibilities have been delegated.
- 13.3 Either the principal or the vice principal will be on-call and accessible by phone in the event that a serious incident arises.
- 13.4 Limits to delegation of authority

Vice-Principals

Delegation may include all authority of the principal under Part XIII of the Education Act except the final decision regarding a recommendation to the board to expel a student and the authority to suspend a student for six or more school days.

Teachers

- Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. Any initial investigation must be undertaken as outlined in this policy. The teacher must report all details of the initial investigation to the principal as soon as possible.
- The teacher 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. A teacher may not be delegated authority regarding suspension decisions or recommendations regarding expulsion of students.

- A teacher may be delegated limited authority to contact the parents of a student who has been harmed as the result of a serious student incident and the parents of the student who has engaged in the activity. 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.
- The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.
- 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.

Related Policies: P400 – Safe School Policy
 P401 – Rockway Code of Conduct
 P403 – Bullying Prevention and Intervention
 P241 – Sexual Harassment Policy

All school employees, including administrators, teachers, and support staff as well as para-professionals including music instructors and private tutors, and volunteers working directly with students must report all serious behavioural incidents using this form.

If the nature of the incident warrants immediate action, please phone or go to see the principal or vice principal directly then submit this form later in the day.

This form should be submitted no later than the end of the day on which the incident occurred.

1. Names of the Student(s) Involved (if known):	
2. Location of the Incident	<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"/> Other (please specify) _____
3. Time of Incident	Date of Incident: _____ Time of Incident: _____
4. Report Submitted by: Name: _____ Role at Rockway: _____ Signature: _____ Date: _____ Address: _____ Phone: _____	
5. Description of Incident	Please Provide a description of the incident:

Please complete the back of this form – 6. Type of Incident

<p>6. Type of Incident (check all that apply)</p>	<p><u>Activities for which suspension must be considered under the Education Act</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol, marijuana, or illegal drugs <input type="checkbox"/> Being under the influence of alcohol, marijuana, or illegal drugs <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 or harassment (including sexual harassment) <input type="checkbox"/> Inappropriate sexual behaviour <p><u>Activities for which expulsion must be considered under the Education Act</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Be in possession of any weapon including knives of any kind and firearms <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 above as grounds for suspension that is motivated by bias, prejudice, or hate <input type="checkbox"/> Giving alcohol to a minor
<p>7. FOR PRINCIPAL'S USE ONLY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check if incident was a violent incident as defined in PPM No. 120: (Possessing a weapon, including possessing a firearm; physical assault causing bodily harm requiring medical attention; sexual assault; robbery; using a weapon to cause or to threaten bodily harm to another person; extortion; hate and/or bias-motivated occurrences) <input type="checkbox"/> Check if a Police Report was completed Police Report is mandatory for all deaths; physical assault causing bodily harm requiring medical attention; sexual assault; robbery; criminal harassment; relationship-based violence; possessing a weapon, including possessing a firearm; using a weapon to cause or to threaten bodily harm to another person; trafficking in weapons or in illegal drugs; possessing an illegal drug; hate and/or bias-motivated occurrences; gang-related occurrences; and extortion. 	
<p>After a report is submitted the principal or vice principal must:</p> <ul style="list-style-type: none"> • Assign a report number to Safe Schools Incident Reporting Form – Part 1. • Provide a written acknowledgement of the receipt of the report (Safe Schools Incident Reporting Form – Part II) to the employee who reported. • Identify if action has been taken or no action is required. • If no further action is taken by the principal, there is no requirement to retain Part 1 of the report • If action is taken, the form and documentation must be kept in the student's Ontario Student Record (OSR) for a minimum of one year. A copy must be provided to the parent if requested. • Utilize a range of interventions and consequences that reflect the principles of progressive discipline. This will result in a complete documentation of the progressive discipline that has been applied to the student. <p>Record Retention Requirements.</p> <ul style="list-style-type: none"> • If the principal has identified the incident as violent then according to PPM 120 the reporting form must be maintained for the following periods in accordance with PPM 145: – 1 year if the suspension was quashed or withdrawn – 3 years if the student was suspended for the violent incident – 5 years if the student was expelled for the violent incident • Nothing about the incident is to go into the victim's OSR unless the victim/parent(s) of the victim specifically request that this is done. 	

Information is collected 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.

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

To be returned within 10 instructional days from the date of receipt.

1. Report Submitted by:	
2. Report Submission Date:	

☐ **Investigation Completed** (check two of the following boxes)

- ☐ Action taken
- ☐ No action required
- ☐ Principal to communicate results to the teacher at a mutually convenient time.
- ☐ Principal to communicate results to other Rockway employee at a mutually convenient time as appropriate.

☐ **Investigation in Progress**

- ☐ Once the investigation is complete, principal to communicate results to the teacher at a mutually convenient time.
- ☐ Once the investigation is complete, principal to communicate results to other Rockway employee at a mutually convenient time as appropriate.

Name of Principal: _____

Signature: _____ Date: _____

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

In accordance with the Municipal Freedom of Information and Protection of 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.