



Near North District School Board
963 Airport Road, Box 3110
North Bay, ON P1B 8H1

Tuesday, December 18, 2018 6:00 p.m. – Regular Board Meeting

1.0 Opening

1.1 Call to Order

1.2 Attendance

1.3 Adoption of the Agenda

1.4 Declaration of Conflict of Interest

1.5 Approval of Minutes from Previous Meetings

- November 29, 2018
- December 4, 2018
- December 10, 2018

2.0 Communication to the Board

2.1 Special Recognition of Employee – Andy Gagne

- Special Guest: North Bay Police Chief Shawn Devine

2.2 Equity Data Collection – Superintendent Bowness

2.3 Committee Reports

- First Nations Advisory Committee Meeting Minutes – October 3, 2018
- Special Education Advisory Committee Meeting Minutes – November 15, 2018

2.4 Information Items

- Monthly Tender Report: November 17 – December 10, 2018
- Letter from OSSTF re: Anonymous Alerts tip line
- Memo: Media Relations and Communication Protocol

- Memo: Taxability of Trustee Honoraria

2.5 Director's Update – Director Young

- Director's Annual Report 2017/18

2.6 OPSBA Report – Trustee Steer

2.7 Transition of W.J. Fricker Grade 8 Students for September 2019

2.8 Training Report – Information Officer Knought

3.0 Items for Decision

3.1 EL#7 Financial Condition

3.2 Committee Appointments

4.0 In-Camera

4.1 Staffing Changes

4.2 Legal Update – Superintendent Therrien

4.3 Training Report – Information Officer Knought

4.4 Arise and Report

- Ratification of Business Transacted in Private Session

5.0 Adjournment

5.1 Motion to Adjourn



Date: December 18, 2018

Motion No. 18-12-

Moved By: _____

Seconded By: _____

That the Board approve the agenda as presented/amended for the Public Session meeting of December 18, 2018.

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



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David Thompson, Chair

Jackie Young, Director of Education

The November 29, 2018 **Public Session Meeting** of the Near North District School Board was held at 6:00 p.m. at the Head Office of the Near North District School Board, 963 Airport Road, North Bay, ON P1C 1A5.

Trustees Present:

David Thompson, Chair
James Beatty, Vice-Chair
Michelina Beam
Harry Fry
Paul Moffat
Louise Sargent
Corine Green
Carol Stevens
Joe Drinkwalter - Student Trustee

Trustee Regrets:

Al Bottomley

Public (North Bay)

Glen Hodgson, OSSTF
Steve Tompkins, ETFO
Tiffany VanMeer, EFTO
Karen Matthews
Bill Steer
Donna Lynn Wallingford

Administrative Staff Present:

Liz Therrien, Superintendent of Business
Roslyn Bowness, Superintendent of Education
Gay Smylie, Acting Superintendent of Education
Marianne Speirs, Capital Projects Manager
Tammy Melnyk, Principal of Capital Planning

Administrative Staff Present in Parry Sound:

Melanie Gray, Acting Superintendent of Education

Administrative Regrets:

Jackie Young, Director of Education
Craig Myles, Superintendent of Education
Amanda Meighan, Acting Superintendent of Support Services

Public (Parry Sound)

Public (Almaguin)

Call to Order

Chair Thompson called the meeting to order at 5:00 p.m.

Attendance

Attendance indicated that 8 Trustees were present for this meeting.

Conflict of Interest

None declared.

Approval of the Agenda

18-11-07 Moved by Louise Sargent, seconded by James Beatty
That the Board approve the agenda as amended for the Public Session meeting of November 29, 2018.

CARRIED

Minutes from Previous Meetings of Near North District School Board

18-11-08 Moved by Corine Green, seconded by Harry Fry
That the Board approve the minutes as presented for the meetings held:
• **October 23, 2018**

CARRIED

Committee Reports:

- First Nations Advisory Committee Meeting Minutes – October 3, 2018
- Special Education Advisory Committee – October 18, 2018
- Audit Committee Meeting Minutes – November 19, 2018
- Committee of the Whole Meeting Minutes – November 13, 2018

Information Items:

- Monthly Tender Report – October 13, 2018 – November 12, 2018
- Learning Partnership Tour – October 22, 2018
- School Energy Coalition Status Report – September 30, 2018
- Administrative Guideline – Purchasing Cards
- Administrative Guideline – Meals, Travel and Hospitality

Discussion Items:

3:2 Consolidation Discussion

Board of Trustees reviewed the Report provided by the Director of Education with respect to the recommended students transitions for 2019/2020. The report recommended delaying the closure of W.J. Fricker to 2020 and having students go to Widdifield for Grade 9.

Trustee Beam expressed concern that the Board is back to where a few Trustees indicated they would be a few months ago. All schools need to be consulted.

Trustee Sargent is concerned with the recommended delay of the closure of W.J. Fricker. The funds have already been approved and we should move forward.

Discussion was deferred to later in the Agenda when the motion is presented.

Presentations by Public: None

Question Period: None

OPSBA Reports – Trustee Michelina Beam

The next meeting is December 7 and there will be a new OPSBA representative for the Board. OPSBA is currently focused on building relationships with the new government. In addition, a survey has been issued to non-returning Trustees so that OPSBA can identify future needed supports and training. Finally, OPSBA has been monitoring the town hall consultations and encourages everyone to participate if they can.

Trustee Comments:

Student Trustee Joe Drinkwalter:

- The Student Senate continues to work on Mental Health and is looking to establish safe spaces within the schools. The NNDSB Secondary and Intermediate schools engaged in various activities to recognize the Terry Fox Run, Remembrance Day, Treaties Recognition Week and more.

Trustee Stevens:

- Appreciates the learning opportunity over the past four years. Feels honored to have represented the First Nations community.

Trustee Sargent:

- Thanks to the Trustees who have worked with her over the past few years.

Trustee Moffat:

- Encouraged the new Trustees to adhere to the Governance Model and work together to move forward with informed, fact-based decision making. New Trustees must do their homework, clearly articulate goals and expectations and make proactive not reactive decision. He is disappointed that the public image of the Board was negatively impacted over this past term.

Trustee Fry

- Attended Ferris Glenn and Phelps Remembrance Day ceremonies. Both ceremonies were completely student run and Trustee Fry was very impressed.
- Thank you to the senior staff who are very professional and competent individuals. Thank you for the support over the past two years which have been difficult.

Minutes of the Public Session Board Meeting of the Near North District School Board held November 29, 2018

- Good luck to the new Trustees and encouraged them to mend fences as some of the rhetoric during the campaign was unfounded and impacted staff morale.

Trustee Green:

- Thank you to fellow Trustees for your support and encouragement during this past term.
- Thank you to the staff who are talented professionals.
- Feels that over the past term Trustees were too cautious and reluctant to make decision due to unknown factors such as funding and other levels of government.

Trustee Beam:

- Regrets that this past year has seen so much turmoil and regrets not providing better leadership to the Board.
- Thank-you to the senior team who are a dedicated group of individuals. She will miss her work on OPSBA and visiting our school communities.
- Hopes the new Board can make governance a priority.

Trustee Beatty:

- Wishes the future Trustees well and thanks to the staff throughout the Board.

Chair Thompson:

- Thanks to the Federations and the good relationship we have with them.
- Thanks to fellow Trustees and the senior staff for all the support through the years.

Director's Update – Director Jackie Young

Director's report was attached.

Items for Decision:

EL#7 Financial Condition – Enclosure

18-11-09 Moved by Louise Sargent, seconded by Paul Moffat
**That the Board approve EL#7 Financial Condition as presented on
November 29, 2018**

CARRIED

Draft Audited Financial Statements for the Year Ended August 31, 2018 – enclosures

Superintendent Therrien provided an overview of the statements and the deadline for filing documents with the Ministry of Education. In addition, the documents are draft until the motion approving the statements is issued by the Board of Trustees.

18-11-10 Moved by Paul Moffat, seconded by Harry Fry
**That the Board approve the draft Audited Financial Statements for the year
ended August 31, 2018 as presented on November 29, 2018.**

CARRIED

Annual Report (Summary) for the Year Ended August 31, 2018 – enclosure

Superintendent Therrien provided an overview of the Annual Report and noted that the Board ended the year with a \$1.4 million-dollar surplus, despite starting the year in a deficit position. The surplus was achieved by careful monitoring to identify savings throughout the year. This includes careful review of grants to ensure that the funds are being used as much as possible, reallocation of excess funds to offset deficits and ongoing identification of cost savings.

Trustee Beam and Trustee Sargent thanked and commended the finance department for their hard work and diligence over the past year.

18-11-11 Moved by Harry Fry, seconded by Louise Sargent
That the Near North District School Board receives the Annual Report (summary) for the year ended August 31, 2018 as presented on November 29, 2018.

CARRIED

By-law Levying Education Taxes for 2018 – enclosure

18-11-12 Moved by Louise Sargent, seconded by Harry Fry
Whereas subsection 257.7(1) of the Education Act (Act) requires the Board to levy the tax rates prescribed under section 257.12 of the Act;

And whereas Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12(1) of the Act;

Now therefore the Board enacts as follows:

The rates set out in Ontario Regulation 400/98 for 2018 are hereby levied in royalties within the area of jurisdiction of the Board on the property indicated in Section 257.7 of the Act.

CARRIED.

Trustee Honoraria – enclosures

18-11-13 Moved by Corine Green, seconded by Paul Moffat
That the Near North District School Board approves the revised Trustee Honoraria Policy for December 2018 and beyond as follows:
a) **Annual Honorarium for trustee (excluding Chair and Vice-Chair) for December 1, 2018 onwards \$7,780.80;**
b) **Chair \$13,251.86 and Vice-Chair \$10,511.33;**
c) **\$50.00 distance allowance per board meeting for each member eligible.**

CARRIED.

Governance Manual Motion – enclosure

Trustee Sargent noted that the work that went into the 2018 Manual should not be lost and recommended that this document form part on a new Trustee Orientation introduction document.

Trustee's discussed the motion and approved the following amendments:

- Item B shall state "the amended 2006 Governance Manual which shall include the 2018 Directors' Performance Appraisal and Monitoring Framework be reinstated"
- Item C shall refence any legal changes.
- Item D shall state that the Director shall assist in the development of a new Governance Manual.

18-11-14 Moved by Louise Sargent, seconded by Corine Green
WHEREAS the Near North District School Board ("NND SB") authorized and directed the Director of Education and/or designate to have the Governance Manual reviewed by legal counsel to provide an opinion and identify any required changes and/or concerns;

AND WHEREAS the legal opinion on the Governance Manual was reviewed by the Board of Trustees at the November 13, 2018 Private Session Meeting:

NOW THEREFORE THE BOARD MOVES AS FOLLOWS:

- A. The Board of Trustees receives the recommendations contained in the legal opinion; and**
- B. That the adoption of the 2018 Governance Manual be rescinded, and that the amended 2006 Governance Manual which shall include the 2018 Directors' Performance Appraising and Monitoring Framework be reinstated; and**
- C. That the Director of Education is directed to bring forward any recommended legal changes to the amended 2006 Governance Manual to the Board of Trustees for consideration; and**
- D. The Near North District School Board authorizes the Director of Education to utilize an amount not to exceed \$13,000 from the Trustee Initiative Fund to assist in developing a new Governance Manual.**

CARRIED.

Director of Education Performance Evaluation Motion – enclosure

Removed from the Agenda

3:2 Transition Pathway Motion – enclosure

Trustee Sargent requested that this motion be deferred to the December 18 Regular Board Meeting so that the new Board could decide on this matter. More information regarding alternatives and what was considered by the staff is required.

Trustee Green and Trustee Fry noted that staff have the professional expertise needed to make these decisions and that the Board should be deferring to their expertise.

The majority of Trustees wanted the motion to proceed to vote.

Trustee Beam requested a recorded vote.

18-11-14 Moved by Harry Fry, seconded by Carol Stevens

WHEREAS the Near North District School Board (“NND SB”) authorized and directed the Director of Education and/or designate to prepare and bring forward recommendations with respect to the placement of students during the 2019/2020 due to the delayed closure of Widdifield Secondary School;

AND WHEREAS the NND SB was presented with two options during the November 13, 2018 Committee of the Whole Meeting, attached hereto as Appendix “A”;

AND WHEREAS the Director of Education presented Plan c as the recommended approach for the 2019/2020 school year.

NOW THEREFORE THE BOARD MOVES AS FOLLOWS:

- A. The Board of Trustee accepts the recommendation of the Director of Education to enact Plan C with respect to the placement of students for the 2019/2020 school year; and
- B. That the Director of Education is authorized and directed to do all things necessary in order to give effect to (A) above.

LOST.

Trustee Beam	Nay
Trustee Beatty	Yea
Trustee Bottomley	Absent
Trustee Fry	Yea
Trustee Green	Yea
Trustee Moffat	Nay
Trustee Sargent	Nay
Trustee Steven	Nay
Trustee Thompson	Nay

Public Question Period:

1. Question was submitted by K. Matthews requesting for the actual and projected enrollment numbers.
Superintendent Therrien noted that the revised enrollment estimates are due to the Ministry by December 15, 2018. The final count was at the end of October and the information is being confirmed in ONSIS. The intention is to be able to provide the new Board of Trustees with the data on enrollment at the December 2018 Regular Board Meeting.
2. D. Wallingford submitted a question as to what will happen if Widdifield does not close in 2020, in light of the fact that there may be no Grade 9 class for 2019/2020. Chair Thompson advised that the question had been answered through the decision on the Transitions Pathway Motion.

Ratification of Business Transacted in Private Session

- 18-11-15 Moved by Louise Sargent, seconded by Harry Fry
That the Board ratify the following items from Private Session:
- **Personnel**
- CARRIED

Motion to Adjourn

- 18-10-16 Moved by Michelina Beam, seconded by Harry Fry
That the Board meeting of November 29, 2018 adjourn at 8:11 p.m.
- CARRIED

David Thompson
Chair

Jackie Young
Director of Education



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David Thompson, Chair

Jackie Young, Director of Education

The December 4, 2018 **Public Session Inaugural Meeting** of the Near North District School Board was held at 6:00 p.m. at the Head Office of the Near North District School Board, 963 Airport Road, North Bay, ON P1C 1A5.

Trustees Present:

Jay Aspin
Greg Barnes
Alan Bottomley
Donna Breault
John Cochrane
Nichole King
Rob Learn
Bill Steer
Louise Sargent

Administrative Staff Present:

Jackie Young, Director of Education
Liz Therrien, Superintendent of Business
Amanda Meighan, Acting Superintendent of Support Services
Gay Smylie, Acting Superintendent of Education
Craig Myles, Superintendent of Education
Melanie Gray, Acting Superintendent of Education
Rebecca Pape, Administrative Assistant

Trustees Present in Parry Sound:

Administrative Staff Present in Parry Sound:
none

Trustee Regrets:

Administrative Staff Present in Almaguin:
None

Absent:

Administrative Regrets:
Roslyn Bowness, Superintendent of Education

Public (North Bay)

Public (Parry Sound)

Public (Almaguin)

1.1 Welcome and Call to Order

The Director of Education called the meeting to order at 7:30 p.m.

1.2 Official Elections Returns

The Director Read the election results by Zone. They are as follows:

Zone	Successful Candidate(s)	Number of Votes
1	Jay Aspin Louise Sargent Bill Steer Donna Breault	5296 4497 4453 3955
2	Greg Barnes	1344
3	Rob Learn	Acclaimed
4	John Cochrane	3393
5	Alan Bottomley	Acclaimed
First Nations Representative	Nichole King	Elected

1.3 Declaration of Oath of Office

Director Young led the group in making their declaration. All Trustees signed and submitted their declarations to the recording secretary.

1.4 Oath of Allegiance

Director Young administered the Oath of Allegiance.

1.5 Appointment of Scrutineers

Director Young called upon Liz Therrien, Superintendent of Business to act as a scrutineer should an election be required.

1.6 Election of Chairperson

Jay Aspin was nominated by John Cochrane for position of Chair. Trustee Aspin accepted the nomination. There being no other nominations, Jay Aspin assumed the Chair for the Near North District School Board.

18-12-01 Moved by John Cochrane, seconded by Donna Breault
That the Near North District School Board approve the election of Jay Aspin as Chairperson for the term of December 2018 – November 2019.

CARRIED

Director Young handed over the meeting to Chair Aspin.

1.7 Election of Vice-Chairperson

John Cochrane was nominated by Louise Sargent for the position of Vice-Chair. Trustee Cochrane accepted the nomination. Greg Barnes was nominated by Al Bottomley for the position of Vice-Chair. Trustee Barnes accepted the nomination.

The Scrutineer's tally of ballots indicated that John Cochrane was the successful nominee.

18-12-02 Moved by Louise Sargent, seconded by Donna Breault
That the Near North District School Board approve the election of John Cochrane as Vice-Chairperson for the term of December 2018 – November 2019.

CARRIED

1.8 Destruction of Ballots

18-12-03 Moved by Louise Sargent, seconded by Nichole King
That the ballots used for the selection of the Near North District School Board Chairperson and Vice-Chairperson be destroyed immediately.

CARRIED

1.9 Election of OPSBA Delegate Selection

Donna Breault was nominated by Louise Sargent for the position of OPSBA Director. There being no other nominations, Donna Breault assumed the OPSBA Director role.

Bill Steer was nominated by Donna Breault for the position of OPSBA Alternate Director. There being no other nominations, Bill Steer assumed the OPSBA Alternate Director role.

18-12-04 Moved by John Cochrane, seconded by Greg Barnes
That the Near North District School Board approve the election of Donna Breault as the OPSBA Director for the term December 2018 – November 2019.

That the Near North District School Board approve the election of Bill Steer as the OPSBA Alternate Director for the term December 2018 – November 2019.

That the Near North District School Board approve the election of Donna Breault as the OPSBA Voting Delegate for the term December 2018 – November 2019.

That the Near North District School Board approve the election of Bill Steer as the OPSBA Alternate Voting Delegate for the term December 2018 – November 2019.

CARRIED

1.10 Other Business

Approval of Trustee Training and Orientation

Chair Aspin asked Director Young to give an overview of the Staff Report. Chair Aspin then asked the group for feedback on the three proposed lawyers from the report. Trustee Breault recommended Sheila MacKinnon, as she had worked with Ms. MacKinnon in her capacity as a secondary school principal. She feels Ms. MacKinnon has the appropriate knowledge of the challenges Northern Ontario Boards face and she has provided training to our Board in the past.

18-12-05 Moved by Donna Breault, seconded by Rob Learn
That the Near North District School Board approve the hiring of Sheila MacKinnon to provide orientation and training to the Board of Trustees and Senior Administration.

Vice Chair Cochrane suggested the addition of interested attendees at the OPSBA Public Education Symposium in January 2019 be added to the motion.

Trustees interested in attending the conference were: Trustees Barnes, Breault, King, Sargent and Steer.

Trustees accepted this addition by way of a friendly amendment.

CARRIED

1.11 Adjournment

18-12-06 Moved by John Cochrane, seconded by Rob Learn
That the Near North District School Board Inaugural Meeting of December 4, 2018 adjourn at 8:40 p.m.

Jay Aspin
Chairperson

Jackie Young
Director of Education



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Jay Aspin, Chairperson

Jackie Young, Director of Education

The December 10, 2018 **Public Session Special Board Meeting** of the Near North District School Board was held at 6:00 p.m. at the Head Office of the Near North District School Board, 963 Airport Road, North Bay, ON P1C 1A5.

Trustees Present:

Jay Aspin, Chair
John Cochrane, Vice Chair
Greg Barnes
Al Bottomley
Donna Breault
Nichole King
Rob Learn
Louise Sargent
Bill Steer

Administrative Staff Present:

Jackie Young, Director of Education
Mairghread Knought, Information and
Communication Officer
Rebecca Pape, Administrative Assistant

Trustees Present in Parry Sound:

None

Administrative Staff Present in Parry Sound:

None

Administrative Staff Present in Almaguin:

None

Trustee Regrets:

Administrative Regrets:

Public (North Bay)

Parker Robinson, OSSTF
Tiffany Van Meer, ETFO
Steve Tompkins, ETFO

Public (Parry Sound)

Public (Almaguin)

Call to Order

Chair Aspin called the meeting to order at 6:00 p.m.

Attendance

Attendance indicated that 9 Trustees were present for this meeting.
Director Young arrived at 6:12 pm from a previous appointment.

Approval of the Agenda

18-12-07 Moved by Donna Breault, seconded by Bill Steer
**That the Board approve the agenda as amended for the Public Session
Special Board meeting of December 10, 2018.**

CARRIED

1.4 Items Requiring Action

Secondary Enrolment Concerns/Strategy to Mitigate and Destination of Grade 7&8 Students from WJ Fricker

Information Officer Knought explained the motion defeated by the previous Board, and what that means for this Board. Director Young explained the financial holding-pattern we are currently in regarding capital plans with the change in the government and the funding implications that are attached to the 3:2 decision.

There were comments from all trustees relating to Widdifield closing, WJ Fricker closing and the new build, timing and communication of transitions and their effect on the students and faculty, and requests for enrolment numbers and projections.

Establish Ad Hoc for Governance Model

Trustee Breault expressed interest in chairing the committee.

Question asked about the funds allocated by the previous Board to hire a consultant. Chair Aspin feels this could be reviewed in-house and prepared a motion to strike an Ad-Hoc Committee. Terms of reference is still required for the committee.

Trustee Sargent explained the history of the previous Ad-Hoc Committee, and the manual was given to legal for review. Recommends the new group should take over the manual as it is right now, and review with the suggestions from legal.

18-12-08 Moved by Greg Barnes, seconded by Rob Learn
That the board establish a Governance Model Ad Hoc Committee to develop an effective and contemporary Governance Model. The committee will be chaired by Trustee Donna Breault assisted by a minimum of one other Trustee with Director Young providing administrative resource. It will report to the board no later than the end of March, 2019. (3 months)

CARRIED

Minutes of the Public Session Board Meeting of the Near North District School Board held December 10, 2018

- 18-12-09 Moved by Greg Barnes, seconded by John Cochrane
That Board Motion No 18-14 passed on November 29, 2018 by the previous Board be referred to the Governance Model Ad Hoc Committee, as well as all work accomplished to date.

CARRIED

Question asked if the motion above includes referring the legal opinion on the governance manual to the committee as well. Chair Aspin agreed that it did.

Multi-Year Ad Hoc Committee

- 18-12-10 Moved by John Cochrane, seconded by Rob Learn
That the Board establish a Multi-Year Ad Hoc Committee to develop a contemporary and implementable Multi-Year Plan. The committee will be chaired by Trustee Bill Steer assisted by a minimum of one other Trustee with Director Young providing administrative resource. It will report to the board no later than the end of March, 2019. (3 months)

CARRIED

Comprehensive review of Board Culture

Trustee Breault explained her rationale for wanting to strike this committee.

Director Young explained that she believes there is an IT initiative coming forward, which may address one aspect of concern and she will report back to the board with more information.

Chair requested that Trustee Learn be part of the communication due to his background. Trustee Learn thanked Chair Aspin for his consideration, will think about it, and get back to the Board.

- 18-12-11 Moved by John Cochrane, seconded by Nichole King
That the Board establish a Board Culture Ad Hoc Committee for the purpose of recommending measures that will improve Board culture. The committee will be chaired by Trustee Donna Breault assisted by Trustee Greg Barnes with Director Young providing administrative resource. It will provide a final report to the board no later than the end of March, 2019. (3 months) and may provide important measures for board consideration monthly.

CARRIED

Growth of Income Generating Programs

Trustee Steer would like more information regarding the IB program, the third party that assists in recruiting international students as well as other information related to income generating students.

Director Young, Chair and Vice Chair will speak about information request protocol.

Update on Items from the Director

Current Status of Parry Sound Build – Director Young gave the trustees background on the history and current standings of the Parry Sound Building Committee.

Question asked about the committee and stakeholders involvement.

- Director Young replied there were politicians, community partners, Principals and others invited to sit on the committee.

18-12-12 Moved by Bill Steer, seconded by Donna Breault
That the Board establish a Parry Sound Build Ad Hoc Committee to assemble a path to complete the Parry Sound build. The committee will be chaired by Vice Chair John Cochrane and be assisted by Trustee Nichole King and Trustee Rob Lean with Director Young providing administrative resources. It will report to the board no later than the end of March, 2019. (3 months)

CARRIED

Director's List of Top 3 Priorities

Governance – Addressing governance, adhering to Executive Limitations and By-Laws, demonstrating a respect for trustee and staff roles and responsibilities.

Capital Planning – Working together with messaging, moving forward appropriately and keeping at the forefront what is best for our students.

Communication – Adherence to communication roles, protocols and guidelines and sharing all information responsibly, transparently and with respect to staff expertise and trustee role.

Professional Service Fees for 2018 (accounting and legal)

Director Young replied with approximately \$206,000 in legal and \$52,000 in accounting fees.

Question asked about staff litigation issues.

- Director Young explained that all Board legal fees are encompassed in that total.

In Camera

18-12-13 Moved by Louise Sargent, seconded by Greg Barnes
That the Board move into Private Session at 7:29 p.m.

CARRIED

Arise and Report

18-12-14 Moved by Bill Steer, seconded by Rob Learn
That the Board arise and report from Private Session at 8:45 p.m.

CARRIED

Minutes of the Public Session Board Meeting of the Near North District School Board held December 10, 2018

Adjournment

18-12-15 Moved by John Cochrane, seconded by Greg Barnes

That the Special Board Meeting of December 10, 2018 adjourn at 8:45 p.m.
CARRIED

Jay Aspin,
Chairperson

Jackie Young
Director of Education



Date: December 10, 2018

Motion No. 18-12-

Moved By: _____

Seconded By: _____

That the Board approve the minutes as presented for the meetings held:

- **November 29, 2018**
- **December 4, 2018**
- **December 10, 2018**

Chair

<input type="checkbox"/>	Carried
<input type="checkbox"/>	Defeated
<input type="checkbox"/>	Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



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Jackie Young, Director of Education

David Thompson, Chairperson

MINUTES OF THE MEETING OF THE FIRST NATIONS ADVISORY COMMITTEE HELD ON OCTOBER 3, 2018 AT North Bay Board Office

Nancy Allaire, Nipissing First Nation
Sherrill Judge, Shawanaga First Nation
Roslyn Bowness, Superintendent of Schools
Nichole King, Moose Deer First Nation
Dawn Buckland, Principal of Parry Sound Intermediate and Secondary School
Genevieve Solomon Dubois, Henvey Inlet First Nation
Catherine Pawis, Wasauksing First Nation
Rose Jawbone, Kebaowek First Nation
Lois Lambert, Dokis First Nation
Amanda Mathias Mizzi, Coordinator, Indigenous Education
Alan Bottomley, Trustee
Louise Sargent, Trustee
Harry Fry, Trustee
Karen Waller, Principal Equity and Well-Being
Laurent Paquette, Principal Northern Secondary
Melanie Simmonds, Executive Assistant

1.0 WELCOME

2.0 APPROVAL OF THE AGENDA

Approved by: Alan Bottomley
Seconded by: Laurent Paquette

3.0 APPROVAL OF THE MINUTES OF THE MARCH 19, 2017 MEETING

Approved by: Louise Sargent
Seconded by: Alan Bottomley

4.0 Education Service Agreements – next steps

Work took place about 4 years ago where the First Nation Advisory Committee(FNAC) collaborated to create one draft agreement template. Now with the Anishinabek Education System (AES) in place, the group has been collaborating to best reflect the vision and principles connected to the AES within a locally developed agreement. FNAC spent two days of uninterrupted time in Parry Sound to have focused time to dialogue around this document. The committee received the draft document and will now bring it back to their communities for dialogue and take steps according to their processes. Visits/meetings will be scheduled with each

First Nation accordingly. The Education Service Agreement will remain as an ongoing item on the FNAC meeting agendas moving forward. A celebration was suggested when the process is complete.

5.0 Traditional Land – Acknowledgement Banner

Amanda reviewed a sample of what the banner might look like. This work was done alongside youth, community, elders, language teachers and FNAC. Dialogue took place around the importance of education connected to acknowledgement statements. This learning continues to take place in our schools. There was a dialogue around the visual representation on the banner. This work is ongoing.

6.0 Opportunities for Collaboration – Principals and School Communities

The group discussed the Indigenous Education Action Plan that reflects 3 key areas: Supporting Students, Supporting Educators, Awareness and Engagement. The group discussed actions and priorities within those areas including, Artists and Elders in Residence, Indigenous Language, Truth and Reconciliation, Treaty education, professional development across the curriculum, Lead Learners, prioritized schools and relationships, and transitions. Schools are encouraged and supported to work on developing strong relationships with their partnering First Nations through opportunities for collaboration.

7.0 Graduation Coach Model

Parry Sound High School and Northern Secondary were funded to take part in a pilot project, introducing and implementing a Graduation Coach Student Success Model in 2017-18. Both schools were funded for an educator (.50) to help build supportive relationships with individual students and families, with a focus on student success. They focused on academic goals, transition planning and encouraging school-community connections. The model has now grown to include Chippewa Secondary. Each school reflects success stories and are discovering promising practices in wrapping around students who might have been experiencing barriers to their success at school.

NEXT MEETING: December 12, 2018 – TBD



Special Education Advisory Committee Meeting

Special Education Services

November 15, 2018

1. Call to Order – 1:15 pm

2. Attendance:

<i>North Bay</i>	<i>South River</i>	<i>Parry Sound</i>
Louise Sargent Kim Gignac Susan Wilson Roslyn Bowness Lisa Paradis Alan Bottomley Harry Fry Jarrah Coolidge Barb Laverock Wayde Smith	Candy St. Onge	

Regrets: Sharon Walker, Carol Stevens, Tammy Allan

3. Approval of Agenda:

November 15th, 2018

Moved – Louise Sargent

Seconded – Alan Bottomley

Carried. No Conflict of interest

4. Approval of Minutes:

October 18th, 2018

Moved – Candy St. Onge

Seconded- Louise Sargent

Carried.

5. Business Arising from the Minutes

Financial Updates

- The special education and support services over budget expenditure amount for the 2017-2018 year is similar to last years.
- The special education deficit becomes part of the bigger picture in order to maintain special education levels.
- Special education expenditures are completed as part of year end with both elementary and secondary expenditures reported in the financial statements.
- Discussed SESI – Special Education System Investment funding and how this allowed an increase in elementary teachers of 2.50 and 1.0 in secondary.
- Staffing levels overall were maintained from last year.
- Reviewed the budgets relating to instructional supplies, staffing, SEA claims and equipment.

Action

- The special education envelope is protected and must be spent within this envelope. Anything put in deferred revenue can only be pulled out for this specific purpose.
- Vic Fedeli is making an announcement today on funding for the Province so hopefully will know more what that will mean for the education sector.
- Discussed how school boards no longer manage benefits and the migration process from board to provincial benefits and the associated costs to this.
- Discussed SIP funding per claim increasing originally for the 2018-2019 school year from \$27,000 to \$38,000 to assist in the support of an FTE of 2 or more educational assistants. This benchmark was to increase until August 24th Ministry Memo of Funding Updates was released, which has put funding back to \$27,400 a claim.
- Benchmarks for SEPPA have slightly increased that supports all students with special education needs. Declining enrolment affects this funding. The Board also used to receive an external grant for ASD, but nothing has surfaced for this year.
- Revised estimates are due next month.
- Liz will come back in January with any updates to the 18/19 revised estimates.
- The audited financial statements will be brought to the Board's audit committee on November 19th and then a recommendation will be given to approve the statements at the November Board meeting.

Multi-disciplinary approach & Mobile Teams

- Discussed the tiered model
- Tier Once strategies (necessary for some but good for all) reviewed
- Understanding our students is key.
- Focus on whole school approach, supported by system expertise
- Laurie Forth is currently working alongside Principals to support Tier 1 strategies, research and monitoring.
- A mobile team approach is in place based on evidence based practice mirroring partnership with One Kids Place in the Transition to School Program.
- Supports an early intervention approach.
- A Multi-Disciplinary Approach includes leads representative of, special education, mental health lead, psychology and speech language
- The team meets regularly to collaborate around an intentional support plan for complex needs

Book Study

- *The Whole-Brain Child* by Daniel Siegel and Tina Bryson.
- Chapter 2
- Discussed the "typical" brain.
- There are a range of social and emotional strategies.

<ul style="list-style-type: none"> • Brain development and self-regulation links. • Strategies are evidence based. • Some interest as expressed in understanding promising practices connected to literacy as a potential agenda item at SEAC <p>Board Report</p> <ul style="list-style-type: none"> • Al and Louise hope to continue on the Board's SEAC Committee. Trustees are sworn in on December 4th and will decide on committee placements after that. 	
Standing Items	
Items for next Agenda	Action
<p>SEAC annual agenda for the year (finalize) MACSE minutes (if available) Book Review – Chapter 3 Confirm which exceptionality IEP to review – Physical Ministry Updates</p> <p>Standing Items:</p> <ol style="list-style-type: none"> 1. Correspondence received requiring action 2. Capital Plan and Accommodation Review 3. Special Education Plan 4. Special Education Budget 5. Question Period 	

Next meeting date: December 13, 2018

Adjourned: 3:11 pm

Moved: Alan Bottomley
Seconded: Barb Laverock

	A	B	C	D	E	F	G	H	I	J	K
	Closing Date	Project	Location	Bidders submitting Bids	Awarded to	Award	Tax	Amount/Year	Budget (Without HST)	Contract for No Years	Rational
1	December 6, 2018	Site Improvements	Ferris Glen	Kenalex Construction	Award Pending						
2				Nu-Style Construction							
3				Pioneer Construction							
4				Deep Construction							
5				Venasse Building Group							
6				Bruman Construction							
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O.S.S.T.F. District 4 Teachers Bargaining Unit

347 Sherbrooke St. – Suite 207

North Bay, Ontario, P1B 2C1

Cell: 477-2839

Glen Hodgson, President

district4osstf@gmail.com



December 11, 2018

Jay Aspin
Trustee Chair
Near North District School Board
963 Airport Road
North Bay, Ontario
P1B 8H1

Dear Chair Aspin and trustee board,

I was very happy with the energy and the enthusiasm that the new trustees carried with them to the special board meeting held Monday night. I share your desire to move forward in a clear and productive way and I look forward to seeing the long-term vision of the new set of trustees.

I do however have some apprehensions about one of the issues that was discussed, namely the initiative to create an Anonymous Alerts tip line.

I have a number of questions and concerns. To begin with, who is the proposed gatekeeper of the complaints? If it is a member of the senior administration, how will we be assured that there will be accountability at this level of oversight and how can you possibly guarantee that there will be no repercussions as a result? Also, what if the concerns are about senior administration? How can we be assured that any complaints will not be covered up or buried if they involve this level of governance.

If the proposal is to use someone outside of the board, how can we assure confidentiality? How do you propose assessing the complaints to ensure that this line is not used as a punitive way to attack educators? This is a very real concern especially given that some interactions are, by necessity, not positive in nature.

I would also point out that the timing of this announcement and the way it is being portrayed clearly links the board to the “snitch line” that the current Provincial government created in an attempt to attack the teaching profession. As you are probably aware this generated virtually no complaints of any validity and served as a smokescreen to the misguided attempt to remove important health education curriculum, a move that you as a board openly opposed in a letter dated August 1, 2018.

I fully support some of the rationale relayed as part of the justification for the complaint line, namely the situation at St. Mike’s school in Toronto. However, I would like to point out that the problem in that situation wasn’t the lack of knowledge of significant concerns related to bullying and student safety but rather the refusal of anyone in the senior administration to take any action. A complaint line, like the one you have proposed, would not have helped the situation and it took a complaint to the media to bring to light the systematic abuses in the system.

Finally, educators already face regular scrutiny and the general public has always been able to file concerns regarded to teachers by simply using the already existing 1-800 number to call the Ontario College of Teachers and I am proud to say that the Near North has had minimal interaction with the OCT as a result.

In addition, educators have a clear obligation to report issues of suspected abuse directly to the Children's Aid Society (CAS) and not an anonymous tip line and I would be concerned that there would be some confusion created as a result of this new reporting avenue. I would suggest again that the board would have to be very clear what the purpose would be of this tool since it is already clear and expected that educators would (and do) take action any time they see concerns related to the safety and well-being of the students.

If the intention is to provide a mechanism to keep students and administrators accountable, then I think that needs to be clearly conveyed and it is something that I think my members would be able to stand behind. If it is portrayed as yet another way to lodge complaints against my members and other front-line educators, then I would suggest it is at best redundant and at worst a very negative message to be sending to your outstanding frontline team of teachers and educational support staff.

I would appreciate an opportunity to provide input and I hope that you will share my concerns with the trustees and, if you wish to go ahead with the installation of such a complaint procedure, that you at least take into account and address my reservations.

Thank you for your consideration and I look forward to dialogue on this subject.

Sincerely,

Glen Hodgson
President
OSSTF D4 TBU



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Jay Aspin, Chairperson

Jackie Young, Director of Education

To: Trustees

From: Mairghread Knought, Information and Communication Officer

Date: December 18, 2018

Topic: Media Relations and Communication Protocol

Media Requests

The Near North District School Board receives numerous requests for information on a daily basis. A number of the requests are from the media looking to report on events that have occurred within our system. As an organization we strive to encourage open and transparent communication that celebrates the success of our schools and students. However, we also must ensure that the delivery of information is accurate, timely and consistent.

The Board's Administrative Guideline regarding Media Communications is being updated and is currently being reviewed by the Executive Team. In the meantime, until a full orientation is provided, the information below summarizes our current processes and procedures for media requests:

- Requests for comment and information on Board matters by the media should be referred to the Information/Communications Officer for a coordinated response.
- The Board Chair is the designated spokesperson for the Board. Requests for comment from the Board will be issued through this body.
- The Board Chair may designate another person to speak on behalf of the Board if so desired.
- The Information/Communication Officer will coordinate such requests and will work closely with the Chair to respond to media requests in a timely manner.

Communication and Comments re: Board Decisions

The roles and responsibilities of the Board as whole and as individual Trustees are established in the *Education Act, 1990*. The Board, while compiled of individuals, speaks as a whole with one voice. Once a decision has been made by the Board, whether or not one agrees with that decision, all Trustees must stand behind that decision.

Section 218 (1) states that a Board member must “uphold the implementation of any board resolution after it is passed by the board”.

If at any time you are asked for your opinion on the decision of the Board, it is important that you as a Trustee, refrain from criticizing or undermining the decision of the Board.



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Jay Aspin, Chairperson

Jackie Young, Director of Education

To: Trustees
 From: Jackie Young, Director of Education
 Date: December 18, 2018
 Topic: Taxation of Trustee Honoraria

Trustee Honoraria – Tax Changes:

Subsection 81(3) of the *Income Tax Act* (Canada) currently exempts from taxation certain amounts that are paid as allowances for expenses incident to the discharge of a school board member's duties. Under subsection 81(3), the maximum exemption is equal to $\frac{1}{2}$ of the amount paid as salary or other remuneration to that person in the year.

The 2017 federal budget Bill C-44 received Royal Assent on June 22, 2017, and repeals subsection 81(3) of the *Income Tax Act* effective January 1, 2019.

What this means is the allowances for incidentals that are paid to school board members will become fully-taxable, commencing in 2019. While taxable, to the extent that school board members are responsible for expenses incurred in connection with the performance of duties, then certain deductions might be available (i.e., under paragraph 8(1)(h.1) or 8(1)(i) of the *Income Tax Act*) to help offset the additional tax that may be owing. Going forward a school board member's honoraria must be included in income in totality.



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Jay Aspin, Chairperson

Jackie Young, Director of Education

To: Trustees
From: Jackie Young, Director of Education
Date: December 18, 2018
Topic: Director's Annual Report 2017/2018

Enclosed is the Director's Annual Report for the 2017/2018 school year. The *Education Act*, 1990 stipulates that a Director's Annual Report must be prepared and presented to the Board of Trustees at the first regular meeting in December.

The attached report meets all of the Ministry of Educations requirements with respect to the Annual Report including, but not limited to:

- The Board's strategic goals and progress made towards those goals.
- Action taken towards the promotion of a positive school climate and prevention of bullying.
- Training and professional development for employees with respect to equity and inclusive education.
- Efforts to actively engage and integrate feedback from students, parents and community partners.

The information contained in the attached report is only a snapshot of all work, programming and accomplishments of the NNDSB over the past year. We are fortunate to have such dedicated and competent educators within our schools and Board.

This report would be impossible without the incredible efforts of Mairghread Knought, Information and Communication Officer and the Executive Council who are responsible for so many of these initiatives.



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Jay Aspin, Chairperson

Jackie Young, Director of Education

To: Trustees
From: Jackie Young, Director of Education
Date: December 10, 2018
Topic: North Bay Schools Student Transition 2019/2020

Current Status of 3:2 Student Transitions for 2019/2020 School Year

At the November 13, 2018 Committee of the Whole Meeting, staff presented a recommendation regarding the movement of students. A decision was required as secondary student course selection can begin in December. The information obtained from course selection impacts the staff needed to deliver the selected programming. For this reason, the earlier this information is provided the better.

Additional information and rationale regarding the staff recommended alternative was provided at the November 29, 2019 Regular Board Meeting. This information contained an overview of the Nipissing Arts Program and explained the impact and issues that would arise without a Grade 9 class in the 2019/2020 school year. (Report attached for reference)

At the November 29, 2018 Regular Board Meeting the Board of Trustees were also presented with a motion regarding the transition of North Bay student for the 2019/2020 school year. The motion was prepared in accordance with the recommendation brought forward by staff at the November 2018 Committee of the Whole Meeting. The motion recommended that the Director of Education be directed to proceed with implementing Plan C, which would delay the scheduled closure of W. J. Fricker by an additional year and have the grade 8 students from W.J. Fricker go to Widdifield.

The motion was defeated by way of recorded vote. (Motion attached for reference). As the presented alternative was defeated, the previous Board approved plan remains in effect. This plan was presented to an endorsed by the Board of Trustees in the January 19, 2018 Committee of the Whole Private Session. The denial of a motion does not defer that motion to a future date as was erroneously reported in the papers.

Recommendation

Further to the Board discussion at the December 10, 2018 Special Board Meeting, it is recommended that the Board consider a motion to determine the movement of the W.J. Fricker Grade 8 students in light of Widdifield remaining open for the 2019/2020 school year. As noted above, a decision is required as secondary student course selection can begin in December and the information obtained from course selection impacts the staff needed to deliver the selected programming.

The larger issues regarding closure dates for Widdifield and the temporary closure of W. J. Fricker can be discussed at a future date.



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David Thompson, Chairperson

Jackie Young, Director of Education

To: Trustees

From: Jackie Young, Director of Education

Date: November 27, 2018

Topic: North Bay Schools Student Transition 2019/2020

Background:

The Director of Education was directed by the Board of Trustees to bring forward a report and recommendations with respect to the movement of students during the 2019/2020 school year considering the delay of the closure of Widdifield. At the November 13, 2018 Committee of the Whole Meeting, the Board of Trustees were presented with an overview of the current movement of students within North Bay schools and two options for consideration for the 2019/2020 school year. The information presented is attached hereto as Appendix "A"

Analysis:

In determining the recommended option for student movement, the following factors were considered by staff:

- Minimizing transitions for students.
- Maintaining current programming options for students and in particular Nipissing Arts.
- Availability of funds for facility upgrades.
- The commitment made through the ARC process to provide same or better programming with the 3:2 consolidation.
- Staffing requirements for programming in all three secondary schools.
- The incoming Board of Trustees and the possibility of a review of the 3:2 consolidation process and decision making.
- The need for course selection to begin as soon as possible to ensure that programming needs and staff resources can be identified and provided to the schools.
- Timeline and feasibility for the building of the new school on the F.J. Fricker site.

Recommendation and Rationale:

After considering the factors identified above, the senior administration and Director of Education are recommending that Plan C be implemented for the 2019/2020 school year.

With Plan C both Widdifield and W. J. Fricker would remain open for an additional year and close in 2020. The Grade 8 students from W.J. Fricker would transition to Widdifield.

Without this transition, the only students moving to Widdifield for Grade 9 would be from Phelps, which would severely limit the ability of Widdifield develop a Grade 9 program. In addition, the Nipissing Arts program would be impacted as the specialized program requirements require staff with the appropriate experience and credentials. These qualified staff teach across several grade levels and as such moving the staff to an alternate school will hinder programming. An overview of the Nipissing Arts Program is attached is Appendix "B"

The staff recommended Option C will enable the NNDSB to maintain programming commitments while waiting for the appropriate funding opportunities necessary to proceed with the 3:2 consolidation to be announced.

APPENDIX “A”

Original Plan – Widdifield closes June 2019, Fricker closes June 2019

In September 2019, students originating from:

WJ Fricker (Grade 5 and 6 Extended French, Grade 7 and 8 Regular Program):

Grade 4's	starting Grade 5 – Extended French	EW Norman
Grade 5's	going to Grade 6 – Extended French	EW Norman
Grade 6's	going to Grade 7 – Extended French	West Ferris
Grade 7's	going to Grade 8 – Regular Program	Chippewa
Grade 8's	going to Grade 9 – Regular Program	Chippewa (or magnet programs)

Phelps (K – 8 Regular Program):

Grade 8's	going into Grade 9 – Regular Program	Chippewa (or magnet programs)
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Alliance (K – 6, French Immersion):

Grade 6's	going into Grade 7 – French Immersion	Chippewa
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Sunset (K – 6, French Immersion and Regular Program):

Grade 6's	going into Grade 7 – French Immersion	West Ferris
Grade 6's	going into Grade 7 – Regular Program	West Ferris

E.T. Carmichael (K – 6, Regular Program):

Grade 6's	going into Grade 7 – Regular Program	Chippewa
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E.W. Norman (K - 6, Regular Program)

Grade 6's	going into Grade 7 – Regular Program	Chippewa
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Ferris Glen (K – 6, Regular Program)

Grade 6's	going into Grade 7 – Regular Program	West Ferris
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MT Davidson (K – 8, Regular Program)

Grade 8's	going into Grade 9 – Regular Program	West Ferris (or magnet programs)
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Silver Birches (K – 6, Regular Program):

Grade 6's	going into Grade 7 – Regular Program	West Ferris
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Woodland (K – 6, Regular Program):

Grade 6's	going into Grade 7 – Regular Program	Chippewa
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Vincent Massey (K – 6, Regular Program):

Grade 6's	going into Grade 7 – Regular Program	Chippewa
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Plan B – Widdifield closes June 2020, Fricker closes June 2019

In September 2019, students originating from:

Phelps (K – 8 Regular Program):

Grade 8's going into Grade 9 – Regular Program Widdifield for 1 year then Chippewa (or magnet programs)

Plan C – Widdifield closes June 2020, Fricker closes June 2020

In September 2019, students originating from:

WJ Fricker (Grade 5 and 6 Extended French, Grade 7 and 8 Regular Program):

Grade 4's	starting Grade 5 – Extended French	WJ Fricker
Grade 5's	going to Grade 6 – Extended French	WJ Fricker
Grade 6's	going to Grade 7 – Extended French	West Ferris
Grade 7's	going to Grade 8 – Regular Program	WJ Fricker
Grade 8's	going to Grade 9 – Regular Program magnet programs)	Widdifield for 1 year, then Chippewa (or

Phelps (K – 8 Regular Program):

Grade 8's	going into Grade 9 – Regular Program (or magnet programs)	Widdifield for 1 year then Chippewa
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E.T. Carmichael (K – 6, Regular Program):

Grade 6's	going into Grade 7 – Regular Program	W.J. Fricker
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E.W. Norman (K - 6, Regular Program)

Grade 6's	going into Grade 7 – Regular Program	W.J. Fricker
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Vincent Massey (K – 6, Regular Program):

Grade 6's	going into Grade 7 – Regular Program	W.J. Fricker
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APPENDIX “B”

ARTS NIPISSING AT WIDDIFIELD

Program Rationale

Art is perhaps humanity's most essential, most universal language -- a necessary part of communication. Indeed, the breadth of symbols used can measure the quality of a civilization. Now, more than ever, people need to be able to think critically and creatively in order to navigate a more complex social/cultural environment. Artistic capacity is no longer simply desirable, but essential if we are to communicate and comprehend the world within which we live.

As we progress through the twenty-first century, it becomes clear that the skills needed by the next generation to succeed in the global economy can be summarized into five basic areas: creativity, problem solving, communication, self-initiation, and interpersonal co-operation. The Arts are interdisciplinary by nature. Whether it be a dancer choreographing a ballet piece or a visual artist selecting the best medium to communicate his or her images; whether it be an actor working on his or her characterization or a musician searching for the perfect crescendo, artists engage in creative and critical problem solving on a daily basis.

Students who have the opportunity to specialize in the Arts gain in several ways. Firstly, they gain skills that will prepare them for any career – creative and critical thinking, problem solving, communication skills, and leadership are transferable, essential skills for future success. Secondly, if they choose to pursue a career in the Arts, they will have a thorough training, not only in their chosen art field, but also in a related arts discipline. Finally, students who specialize in the Arts will become the audiences of the future, those who benefit from a life-long appreciation of the arts.

Student Outcomes of the Program

Each student in the "Arts Nipissing at Widdifield" program will:

- develop artistic competency in at least one art discipline
- acquire the knowledge and skills needed to comprehend and communicate ideas through various art forms
- identify pathways to post-secondary education and workplace opportunities in the arts
- acquire interdisciplinary, transferable skill sets that pertain to character development, self-esteem, work ethic, and critical analysis
- develop an appreciation for multicultural and cross-cultural art forms and beliefs stemming from a wide variety of social groups
- develop an understanding of historical approaches to the arts as well as emerging technologies in the arts

Program Description

The "Arts Nipissing at Widdifield" program will provide students who have an interest and talent in the Arts an opportunity to complete their high school graduation requirements along with an opportunity to study in-depth, one of the six Arts disciplines: DANCE, DRAMATIC ARTS, VISUAL ARTS, MEDIA ARTS/FILM AND VIDEO, VOCAL MUSIC, or INSTRUMENTAL MUSIC.

Any student within the Near North District School Board's jurisdiction is eligible to register in the "Arts Nipissing at Widdifield" program. Whether a student wishes to become a professional artist or simply pursue a life-long enjoyment of the Arts, this program provides students with the opportunity to enjoy a full academic career with the richness of the study in the Arts.

Year One: Exploration

The emphasis during this year should be placed on student exploration. Exploration allows students to develop experience, skills, and knowledge in TWO Arts disciplines. Grade nine Arts Nipissing timetables will include: English, Math, Science, Geography, Physical Education, French, two "Arts Nipissing at Widdifield" courses (chosen from Dance, Dramatic Arts, Visual Arts, Integrated Arts, Vocal Music or Instrumental Music).

It is important to note that Grade 9 Arts Nipissing students do NOT travel has a cohort. Each student selects the core subjects at levels that meet their ability, learning profile and interest. An Arts Nipissing student can technically be in an Enriched math class, an Academic Science class and an Applied English class. In the Arts Nipissing courses students from all levels come together to develop and perform their craft.

*Please note that students registering in Arts Nipissing may postpone taking Healthy Active Living until a subsequent year. "Arts Nipissing" courses are labeled accordingly in the descriptions later in the booklet.

English	Mathematics	Science	Canadian Geography	Core French or Optional Credit	Healthy Active Living*	Arts Nipissing Credit	Arts Nipissing Credit
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Recommendation for Placement in Year 2-4 Arts Nipissing

In order to continue in the Arts Nipissing program in Grades 10, 11, and 12, students should achieve a minimum average of 70% in their arts credits. This minimum average indicates that the student's initial interest in the arts has developed into both a commitment and awareness of the demands necessary for acceptable and continued success in the program. **If the student does not maintain a 70%, he or she may be asked to leave the program.**

Year Two: Acquisition

The second year of the Arts Nipissing program is designed to allow students to acquire the skills necessary for specialization in the senior years.

Arts Nipissing students are required to choose TWO credits in the Arts. If a student wishes to study a discipline ALL YEAR LONG they should choose a course ending in "P" and then a course ending in "R" (from the same Arts discipline). If their timetable permits, they could also choose a third course from another discipline.

English	Mathematics	Science	Canadian History	Civics/ Career Studies	Arts Nipissing Major "P"	Arts Nipissing Major "R"	Optional Arts Credit
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Year Three: Specialization

Arts Nipissing course selections in grades 11 and 12 must be consistent with the major focus discipline. Recognizing the diversity of study in the arts, it becomes essential that students identify ONE subject for specialized study.

It is strongly recommended that grade 11 Arts Nipissing students choose TWO credits in their major, and may choose ONE optional arts credit.

English	Mathematics	Optional Credit	Optional Credit	Optional Credit	Arts Optional Credit	Arts Nipissing Major "P"	Arts Nipissing Major "R"
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Year Four: Specialization

Students, in consultation with Guidance counselors, are encouraged to select the appropriate course types that best link to their post-secondary destination and focus. The diversity of areas of study in the arts and culture result in multiple options for pathway course selection. For example, a student working toward the study of architecture at the university level is required to take grades 11 and 12 mathematics; whereas a student majoring in dance may benefit from taking grade 12 Physical Education.

It is recommended that grade 12 Arts Nipissing students choose TWO credits in their major.

English	Optional Credit	Optional Credit	Optional Credit	Arts Nipissing Major "P"	Arts Nipissing Major "R"	Optional Credit (possible Arts credit)
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The Arts Nipissing Certificate

The "Arts Nipissing at Widdifield" Certificate will be granted to students who achieved a minimum of SEVEN Arts Nipissing credits including FOUR senior major/focus credits with an average of 70% or greater.

MEETING PROCESS AND REQUIRMENTS

HOW TO HAVE A PRODUCTIVE MEETING AND ENSURE
EFFECTIVE DECISION MAKING



AN INTRODUCTION TO:

- Meeting Protocol
- Committee Roles
- Conflict of Interest
- In Camera vs. Public Meetings



MEETING PROTOCOL



RULES OF PROCEDURE

- The rules of procedure are established through the Board Governance Manual and the associated By-laws.
- The Board follows Roberts Rules of Order which applies to any matters not contained in the aforementioned documents.
- Adherence to rules and procedures ensure that meetings and decisions proceed in an organized and efficient fashion.

ROLE OF THE CHAIR

- The Board Chair is elected every year and responsible for presiding over the Board Meeting.
- Calls meeting to order, presents motions and ensures that Trustees are adhering to protocol and rules.
- The Chair must recognize Trustees before they are able to speak.
- The Vice-Chair presides over Private Session meetings.

DECORUM AT BOARD MEETINGS

- Everyone must show respect for others in their language and conduct, including other Trustees, staff members and the public.
- Trustees shall adhere to the rules and procedures established and shall not compromise the integrity of the Board.
- Comments shall be issue based and not personal, demeaning or disparaging with respect to the fellow Trustees or Board staff.
- People who interrupt or disrupt a meeting may be asked to leave the meeting.

AD HOC COMMITTEES



AD HOC COMMITTEE MEETINGS



Ad Hoc Committees may be formed to assist the Board by doing “pre-board work”. An Ad Hoc Committee will cease to exist as soon as its task is complete and a final report to the Board has been made.

A quorum shall be a majority of the appointed members and the Chair shall be an ex-officio voting member of all Ad Hoc Committees. Finally, the Director of Education or Designate shall attend all meetings of the Ad Hoc Committees.

Ad Hoc Committees traditionally adhere to less formal rules of procedure in order to facilitate discussion. However, meetings should have a pre-set Agenda and follow public meeting requirements. Especially, if there is potential Board quorum in attendance.

AD HOC COMMITTEE REQUIREMENTS

- Have a terms of reference approved by the Board. This would include scope of work, reporting structure, procedure, membership and voting rights.
- Appoint a Chair.
- Take minutes which include: meeting date, time and location, attendance and an itemized list of all actions of the Committee that are decided by consensus or formal vote.

CONFLICT OF INTEREST



"Yes, I am employee of the month again. And yes, I'm the one who chooses the employee of the month. And no, I don't see a conflict of interest."

WHAT IS A CONFLICT OF INTEREST?

A conflict of interest is any matter being considered by the Board in which a Trustee has either a direct or indirect financial interest.

An indirect conflict of interest refers to the financial interest of a parent, spouse or child.

A conflict of interest does apply to a matter in which you share the same interest as the community or all other stakeholders.



DECLARING A CONFLICT

- Trustees must make their own determination as to whether or not they have a conflict of interest on any particular matter.
- Declare not only the conflict but the nature of that conflict. Be open and transparent!!
- If you are unsure as to whether or not you have a conflict, seek legal advice.
- Effective March 1, 2019 Trustees will need to file a written statement identifying the nature of conflict with the Board. This will be added to a public registry which can be viewed by the Public.

TIMING...

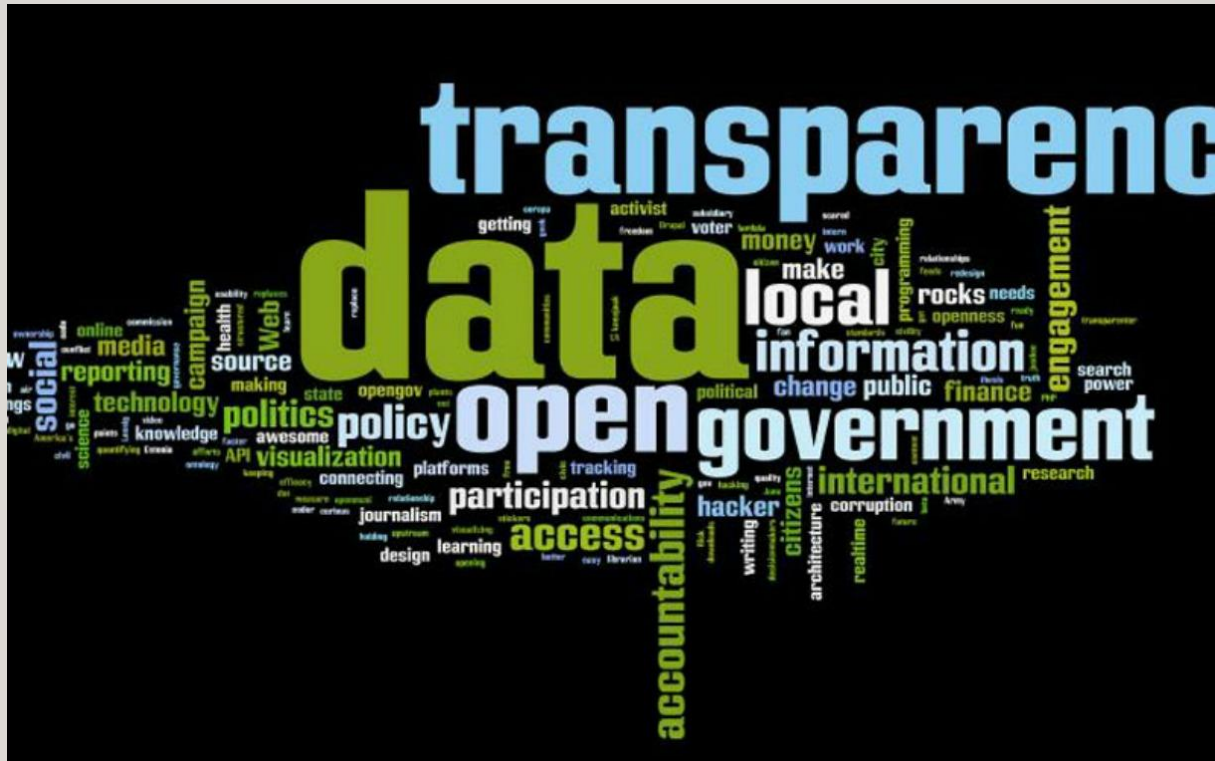


-
- Disclosure must occur before discussion of the matter.
 - If the conflict relates to a matter to be discussed in private session, you must make the disclosure before the Board proceeds into private session.
 - If you are not in attendance at a meeting in which you have a conflict, you must declare the conflict at the next meeting you attend.

WHAT HAPPENS AFTER YOU DECLARE...

- Trustees shall not take part in the discussion of, or vote on any question in respect of the matter .
- Trustees shall not attempt in any way whether before, during or after the meeting to influence the voting on any such question or matter.
- If the matter is to be discussed during Private Session, the trustee must exit the meeting during the time when the matter is being discussed.

IN CAMERA VS. PUBLIC MEETINGS



OPEN AND TRANSPARENT GOVERNMENT

Key Principles

- Open and transparent government is a requirement of all elected officials and public entities.
- The Education Act requires that all Board Meetings be open to the public.
- The public has a right to know the decisions that are being made and the reasons for those decisions.
- Trustees are accountable to those who have elected them.

WHAT IS A MEETING?

The Municipal Act, 2001 defines meeting as:

“any regular, special or other meeting of a council, of a local board or of a committee of either of them, where,

- (a) a quorum of members is present, and
- (b) members discuss or otherwise deal with any matter in a way that materially advances the business or decision-making of the council, local board or committee.”

Board Members must be cognisant of discussing Board matters outside of formal Board meetings.

WHEN PRIVATE SESSION IS PERMITTED.

- the security of the property of the board;
- the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or thier parent or guardian;
- the acquisition or disposal of a school site;
- decisions in respect of negotiations with employees of the board; or
- litigation affecting the board.

Education Act, S. 207 (2)(a-e)

WHEN TO DISCUSS IN PRIVATE

- Private Session is not mandated – it is up to the Board whether or not they should discuss a matter in Private Session.
- All decisions should be confirmed in Public Session with enough information for the public to understand the nature of the decision.
- The default format for Board discussions should be public, with private session considered the exception and only when necessary.

RESOURCES

Rules of Procedure can be onerous and cumbersome. The following can provide guidance or more information.

- Director's Office
- Ontario Public School Boards Association
- Robert's Rules of Order
- NNDSB By-laws
- NNDSB Governance Manual



THANK YOU



November 2018 Month End Finance Report Expenditures (Budget as approved June 26, 2018)	Aug-2018 Expenses (Audited) (Note 1)	Current Budget	Year-to-Date Actual	Commitments	Budget Remaining	% Remaining
Classroom Teachers	68,838,860	71,011,538	16,562,390		54,449,148	77%
Supply Staff	4,270,844	3,035,981	625,142		2,410,839	79%
Educational Assistants	9,038,311	8,859,554	2,848,574		6,010,980	68%
Early Childhood Educators	2,186,978	2,429,404	708,757		1,720,647	71%
Classroom Computers (Notes 2, 4 and 7)	767,177	1,016,830	509,250	779,832	(272,252)	
Texts and Learning Materials (Note 2)	3,531,828	2,332,283	516,748	400,771	1,414,764	61%
Professionals and Paraprofessionals	4,475,164	5,209,141	1,193,010	23,945	3,992,186	77%
Library and Guidance	1,355,228	1,815,733	382,198	28,150	1,405,385	77%
Staff Development (Note 4)	987,027	654,064	144,066	5,566	504,432	77%
Coordinators & Consultants (Note 4)	2,712,443	3,817,985	461,388	70,109	3,286,488	86%
Principals & Vice-Principals	6,708,033	6,366,806	1,677,820	11,646	4,677,340	73%
Department Heads	133,553	145,467	35,595		109,872	76%
School Office - Secretaries & Supplies (Note 2)	3,591,304	3,864,237	1,194,536	167,255	2,502,446	65%
Transportation	11,326,329	11,669,006	3,501,693		8,167,313	70%
Operations & Maintenance - Schools (Note 2)	13,199,806	13,756,702	3,088,569	3,818,296	6,849,837	50%
Continuing Education	949,217	802,232	126,670	3,872	671,690	84%
Instructional Amortization	704,342	746,829			746,829	100%
Trustees	108,785	114,561	22,030	1,531	91,000	79%
Director & Supervisory Officers	920,547	980,137	337,720	3,934	638,483	65%
Board Administration (Note 2)	3,296,473	3,514,266	828,319	159,319	2,526,628	72%
Administration Amortization	51,510	40,141			40,141	100%
School Renewal/Condition Improvement (Note 3)	417,950	396,540	82,321	165,107	149,112	38%
Direct Capital and Approved Debt (Note 5)	2,357,396	2,255,916	475,358		1,780,558	79%
Pupil Accommodation Amortization	8,979,978	8,668,838			8,668,838	100%
Other Non-Operating Expenses (Note 8)	3,236,405	590,202	15,248		574,954	97%
Other Amortization and Write Downs	9,015					
	154,154,503	154,094,393	35,337,402	5,639,333	113,035,337	73%

November 2018 Month End Finance Report Revenues (Budget as approved June 26, 2018)	Revenues (Audited) (Note 1)	Current Budget	Year-to-Date Actual	Commitments	Budget Remaining	% Remaining
MET Grants (Note 4)	95,187,517	97,449,630	30,856,704		66,592,926	68%
Other Provincial Grants (Note 4)	4,205,272	1,786,201	214,790		1,571,411	88%
Federal Grants and Fees (Tuition/Transportation)	2,435,624	2,360,376	935,533		1,424,843	60%
Municipal and Unorganized Taxes	40,990,688	41,536,106	10,278,876		31,257,230	75%
Other School Board Recoveries (Shared Facilities)	226,310	185,000	-		185,000	100%
Other Revenues (Note 6)	2,995,378	911,090	686,858		224,232	25%
Amortization of Deferred Capital Contributions	9,672,305	9,383,381			9,383,381	100%
	155,713,094	153,611,784	42,972,761		110,639,023	72%

**Near North District School Board
November 2018 Month End Report
Notes to the Financial Report for the Period Ended November 30, 2018**

Note 1 Prior Year Comparative Figures

The prior year comparative figures reflect the most recent approved audited financial statements for the year ended August 31, 2018. The 2017-2018 year-end audit is complete for the fiscal year ended August 31, 2018 and was presented to the Board and approved by the Board November 19, 2018

Note 2 Issuance of Blanket Purchase Orders for Annual Costs

At the beginning of the current fiscal year, finance has requested that blanket purchase orders be generated for such annual expenses as utilities of gas, oil and electricity, telephone costs, photocopier copy charges as well as classroom computer network costs in order to streamline accounting processes. For this reason current commitments representing annual anticipated costs are charged immediately to the budget committing budget dollars. Then as actual invoices and bills are received throughout the year, the expense will be recorded in the year-to-date actual expense column with the commitment relieved.

Note 3 School Renewal and School Condition Improvement Grants

A School Board's annual School Renewal Allocation is comprised of renewal monies for expenditures that are of a capital nature as well as renewal monies of an operating nature to address operating/maintenance type expenditures. Current capital in-year school expenditures and capital commitments are not recorded in this budget line as these represent capital expenditures for School Renewal and School Condition Improvement capital projects. As per Ministry guidelines, only a small portion of School Renewal annual funding is permitted to be spent on non-capital expenditures (operating expenditures). Capital expenditures for School Renewal, School Condition Improvements and other capital projects including planned Parry Sound JK-12 Build, Woodland Childcare and WJ Fricker Consolidation are funded by the Ministry, with funds flowed to School Boards after the filing of the March Report and the annual Financial Statements. The Ontario Financing Authority no longer finances long-term debt. The Ministry further provides funding for short-term interest expenditures.

Note 4 Other Provincial Grants

Provincial grants initially budgeted are only the grants whereby monies were confirmed at time of approving the 2018-2019 budget. These external grants include but are not limited to: French as a Second Language, Odyssey French Language Monitor Program, Renewed Math Strategy, Community Use of Schools – Outreach Coordinator, Specialist High Skills Major, Indigenous Support and Engagement Initiative, Innovation in Learning Fund, Highly Skilled Workforce Strategy K-12: Experiential Learning, Adult Basic Literacy, Ontario Youth Apprenticeship Program (OYAP), Transportation for Children and Youth in Care, Northern Support Initiative, Identify Based Data Collection, Well-Being: Safe, Accepting and Healthy Schools and Mental Health and English as a Second Language. Other significant external grants will be received within the current operating year that has not been originally budgeted for. However in these cases, expenditures are not to exceed revenues with separate budgets established for these other external grants received to monitor revenues and expenditures. Other provincial grants that are from the Ministry of Education are reported in MET Grants in month end finance report. 24 External Grants have been received to-date this year in the amount of \$2.427 million.

Note 5 Direct Capital and Approved Debt

The Ministry recognizes the debt on all capital programs such as NPP, Good Places to Learn (Phases 1, 2, 3 and 4), Capital Priorities, School Consolidation Capital, Prohibitive to Repair, etc. based on eligible capital expenditures. For those long term capital expenditures related to prior capital programs that were funded through the Ontario Financing Authority (OFA), the Board will receive a cash flow from the Ministry of Education to meet their annual debt repayments of principal and interest payments. The March 2017 Ontario Financing Authority issue was the final opportunity for Boards to request long-term financing through the OFA. Subsequent to March 2017, the Ministry will cash flow payments to Boards twice per year based on reported capital expenditures. The Ministry will continue to fund short-term interest costs related to these capital expenditures on a semi-annual basis.

**Near North District School Board
November 2018 Month End Report
Notes to the Financial Report for the Period Ended November 30, 2018**

Note 6 Other Revenues

Current year-to-date revenues include additional monies received not budgeted for. Refer to below schedule with regard to analysis of revenues budgeted, revenue received-to-date as well as prior year's revenues:

	August 2018 Revenues	Current Budget	Year-to-Date Actuals
Theatre Outreach ticket sales, donation, registration fees	33,590	20,000	125
Sale – Capital Recovery	-	-	-
Tuition Fees	477,817	484,322	106,191
Muskoka Language International	57,700	-	159,134
Interest income	170,275	-	24,570
Release/Secondments (Wages/benefits recoverable income)	1,189,669	165,435	140,099
Incllement Weather Days	-	27,844	-
Hydro/Union Gas Rebates	-	-	4,006
Hydro One rebates and Solar Panel Revenues - Almaguin	56,179	41,904	16,345
OSBIE surplus refund	103,546	-	67,373
WSIB claim refund	3,205	-	-
HST Rebate Recovery	36,278	-	-
Various rental incomes	78,084	51,658	13,932
Administration Fees	56,669	34,927	-
Consolidation – Transportation & Charity	261,677	-	-
Ontario Arts Council	44,818	-	-
Canada 150 Funding	20,000	-	-
Nipissing Parry Sound Catholic DSB (Psycho-educational Assessments)	76,000	60,000	-
Nipissing Parry Sound Transportation Consortium	9,357	-	-
IB Program Fees	33,650	-	18,050
Northern Support Initiative	-	-	84,542
Summer Literacy Program 2018	105,000	-	-
PSAB Accounting of Sale of MA Wittick	-	-	2,997
Collingwood TV Productions (recovery of utility costs King George)	22,363	-	3,265
Ministry of Infrastructure – Dr. MacDougall holding cost	-	-	33,499
Nipissing First Nation (service billing for Adult Continuing Education agreement)	-	-	495
North Bay Parry Sound Health Unit – Northern Fruit/Vegetable program	-	-	8,475
Various other incomes	159,501	25,000	3,760
	<u>\$ 2,995,378</u>	<u>\$ 911,090</u>	<u>\$ 686,858</u>

Note 7 Classroom Computers

The current budget of \$1,016,830 includes only classroom computer operational expenditures without expenditures of a capital nature. Included in actual expenditures is \$115,333 of expenses and commitments of \$259,274 that is funded via EPO External Grant for Broadband Modernization Initiative that are not included in current budget.

Note 8 Other Non-Operating Expenses

Other non-operating budget is comprised of agency fees paid to Muskoka Language International and Youth Education Services Canada Inc. and transfer payment to 55 School Board Trust.



2017-2018 Board Committee Structure

Special Education Advisory Committee

That two members and two alternates be selected for the Special Education Advisory Committee.

Member	Alternate
1. Al Bottomley	1.
2. Louise Sargent	2.
Nichole King as First Nations Representative	

Supervised Alternative Learning Committee

That three members, one from each region, be selected for Supervised Alternative Learning Committee (formerly SALEP).

Member	Alternate
1.	1.
2.	2.
3.	3.
Nichole King as First Nations Representative	

First Nations Advisory Committee

That two members, along with the First Nation Trustee be selected for First Nation Advisory Committee.

Member	Alternate
1. Al Bottomley	1.
2. Louise Sargent	2.
Nichole King as First Nations Representative	

Audit Committee (Regional/Ministry of Education)

That three members be selected for the Audit Committee (Regional/Ministry of Education)

- 1.
- 2.
- 3.

Parent Involvement Committee

That two members be selected for the Parent Involvement Committee

- 1.
- 2.

Safe Schools Committee (will be consolidating with Student Well-Being Committee)

That four members be selected for the Safe School Committee

- 1.
- 2.
- 3.
- 4.

Committee of the Whole

All Trustees sit on this committee

Multi-Year Ad Hoc Committee*

That a minimum of two trustees be selected for the Multi-Year Ad Hoc Committee with the Director of Education providing administrative resource

1. Bill Steer, Chair
- 2.

Governance Model Ad Hoc Committee*

That a minimum of two trustees be selected for the Governance Model Ad Hoc Committee with the Director of Education providing administrative resource

1. Donna Breault, Chair
- 2.

Parry Sound Build Ad Hoc Committee*

That a minimum of two trustees be selected for the Parry Sound Build Ad Hoc Committee with the Director of Education providing administrative resource

1. John Cochrane, Chair
2. Nichole King
3. Rob Learn

Discipline Committee

That all Trustees, along with the First Nation Trustee, be available for the Discipline Committee meetings. When required three trustees will be contacted for availability by region.

Transportation Appeals Committee*

That all Trustees, along with the First Nation Trustee, be available for the Transportation Appeals Committee meetings. When required three trustees will be contacted for availability.

**indicates the committee requires a terms of reference.*

Education Act

ONTARIO REGULATION 464/97

SPECIAL EDUCATION ADVISORY COMMITTEES

Consolidation Period: From January 1, 1998 to the [e-Laws currency date](#).

No amendments.

This is the English version of a bilingual regulation.

1. In this Regulation,

“local association” means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.
O. Reg. 464/97, s. 1.

2. (1) Every district school board shall establish a special education advisory committee that shall consist of,

- (a) subject to subsections (2) and (3), one representative from each of the local associations that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board;
- (b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;
- (c) such number of members from among the board’s own members as is determined under subsection (4), as appointed by the board;
- (d) where the number of members appointed under clause (c) is less than three, one alternate, as appointed by the board from among its own members, for each member appointed under clause (c);
- (e) one or two persons to represent the interests of Indian pupils, as provided by section 4; and
- (f) one or more additional members appointed under subsection (5).

(2) The board shall not appoint more than 12 representatives under clause (1) (a).

(3) Where there are more than 12 local associations within the area of jurisdiction of the board, the board shall select the 12 local associations that shall be represented.

(4) The number to be appointed by the board under clause (1) (c) shall be the lesser of,

(a) three; and

(b) 25 per cent of the total number of members of the board, rounded down to the nearest whole number.

(5) For the purposes of clause (1) (f), the board may appoint one or more additional members who are neither representatives of a local association nor members of the board or another committee of the board. O. Reg. 464/97, s. 2.

3. (1) Every school authority, other than a board established under section 68 of the Act, shall establish a special education advisory committee that shall consist of,

(a) two representatives from the local associations that operate locally within the area of jurisdiction of the board, as nominated by the local associations and appointed by the board;

(b) one alternate for each representative appointed under clause (a), as nominated by the local associations and appointed by the board;

(c) one member from among the board's own members, as appointed by the board;

(d) one alternate, as appointed by the board from among its own members, for the member appointed under clause (c); and

(e) one or two persons to represent the interests of Indian pupils, as provided by section 4.

(2) Where no local association or associations have been established, instead of the members and alternates required by clauses (1) (a) and (b), the board shall appoint two members and two alternates who are not members of the board. O. Reg. 464/97, s. 3.

4. (1) Where a board has one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include one person appointed to represent the interests of Indian pupils.

(2) Where a board has more than one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include two persons appointed to represent the interests of Indian pupils.

(3) One alternate shall be appointed for each person appointed in accordance with subsection (1) or (2).

(4) The representatives and alternates shall be nominated by the councils of the bands with which the board has entered into agreements under section 188 of the Act.

(5) The board shall appoint the persons nominated under subsection (4). O. Reg. 464/97, s. 4.

5. (1) A person is not qualified to be nominated or appointed under section 2 or 3 to a special education advisory committee of a board unless the person is qualified to vote for members of that board and is resident in its area of jurisdiction.

(2) Subsection (1) does not apply in respect of persons appointed under section 4.

(3) A person is not qualified to be nominated or appointed under section 2, 3 or 4 if the person is employed by the board. O. Reg. 464/97, s. 5.

6. Subject to section 7, each of the persons appointed to a special education advisory committee of a board shall hold office during the term of office of the members of the board and until a new board is organized. O. Reg. 464/97, s. 6.

7. (1) A member of a special education advisory committee vacates his or her seat if he or she,

(a) is convicted of an indictable offence;

(b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or

(c) ceases to hold the qualifications to be appointed to the committee.

(2) An alternate for a member of a special education advisory committee vacates his or her position if he or she,

(a) is convicted of an indictable offence;

(b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee in respect of which the alternate received a notice under subsection 9 (9); or

(c) ceases to hold the qualifications to be appointed as an alternate.

(3) Where a seat or position becomes vacant under this section, section 8 applies with respect to filling the vacancy.

(4) Despite subsection (3), where a member of the committee or an alternate for a member of a committee is convicted of an indictable offence, the vacancy or position shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat or position shall be deemed not to have been vacated. O. Reg. 464/97, s. 7.

8. (1) If a seat or position on a special education advisory committee becomes vacant, the board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant.

(2) The nomination requirements of sections 2, 3 and 4 apply with respect to appointments under this section.

(3) Where a seat of a member of the committee is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member's place for all purposes of this Regulation. O. Reg. 464/97, s. 8.

9. (1) A majority of the members of a special education advisory committee is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.

(2) Every member present at a meeting, or his or her alternate when attending the meeting in his or her place, is entitled to one vote.

(3) The members of the committee shall, at their first meeting, elect one of their members as chair and one of their members as vice-chair.

(4) The vice-chair shall assist the chair and shall act for the chair at meetings in his or her absence.

(5) The chair or, in the absence of the chair, the vice-chair, shall preside at meetings.

(6) If at any meeting the chair and vice-chair are not present, the members present may elect a chair for that meeting.

(7) The chair may vote with the other members of the committee and any motion on which there is an equality of votes is lost.

(8) The committee shall meet at least 10 times in each school year.

(9) Where a member for whom an alternate has been appointed cannot attend a meeting of the committee, the member shall so notify the alternate.

(10) Where an alternate receives a notice under subsection (9), he or she shall attend the meeting and act at the meeting in the member's place. O. Reg. 464/97, s. 9.

10. (1) The board shall make available to its special education advisory committee the personnel and facilities that the board considers necessary for the proper functioning of the committee, including the personnel and facilities that the board considers necessary to permit the use of electronic means for the holding of meetings of the committee in accordance with the regulations made under section 208.1 of the Act.

(2) Within a reasonable time after a special education advisory committee is appointed, the board shall provide the members of the committee and their alternates with information and orientation respecting,

- (a) the role of the committee and of the board in relation to special education; and
- (b) Ministry and board policies relating to special education. O. Reg. 464/97, s. 10.

11. (1) A special education advisory committee of a board may make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.

(2) Before making a decision on a recommendation of the committee, the board shall provide an opportunity for the committee to be heard before the board and before any other committee of the board to which the recommendation is referred. O. Reg. 464/97, s. 11.

12. (1) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.

(2) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual budget process under section 231 of the Act, as that process relates to special education.

(3) The board shall ensure that its special education advisory committee is provided with the opportunity to review the financial statements of the board, prepared under section 252 of the Act, as those statements relate to special education. O. Reg. 464/97, s. 12.

13. Omitted (provides for coming into force of provisions of this Regulation). O. Reg. 464/97, s. 13.



POLICY TYPE: GOVERNANCE PROCESS

GP-8 - Board Mandated Committee Structure – SAL (Supervised Alternative Learning) and Audit Committees

Supervised Alternative Learning (SAL) Committee

For committee mandate, refer to Ontario Regulation 374/10. Ontario Regulation 374/10 replaces Regulation 308 “*Supervised Alternative Learning for Excused Pupils (SALEP)*” and comes into effect February 1, 2011.

The Near North District School Board shall establish at least one (1) Committee to make decisions at meetings regarding supervised alternative learning (SAL) by pupils of the Board.

A Board may establish practices and procedures for conducting Committee meetings to determine number of Committees required, need of Chair for each Committee, quorum, minutes, etc.

1.0 SAL Committee Membership

- 1.1 As required under Ontario Regulation 374/10, the board shall appoint the following individuals to be members of a SAL Committee:
- a] At least one member of the Board of Trustees;
 - b] At least one supervisory officer qualified as such as a teacher and employed by the Board or a designate assigned by the supervisory officer;
 - c] At least one individual who is not a member or employee of the Board.

2.0 Roles and Responsibilities

2.1 Committee Meeting

- The function of the SAL Committee is to make decisions regarding supervised alternative learning by pupils of the board.
- Upon the Principal referring a pupil to the Committee, within 20 days of receiving such referral, the Committee shall hold a meeting to consider the referral.

- The SAL Committee shall give notice of the meeting to the following:
 - a] The pupil;
 - b] The parent of the pupil;
 - c] The principal of the pupil's school;
 - d] Any member of the staff of the school or the board who was listed by the principal in the referral and in the opinion of the committee may have information that is relevant to the referral;
 - e] Any other individual who in the opinion of the committee has information that is relevant to the referral.

2.2 Committee Decision

- After the committee considers a referral, the committee shall make a decision as follows:

If a plan was submitted to the committee, the Committee shall:

- a] Approve participation by the pupil in supervised alternative learning as described in the SAL Plan;
- b] Modify the plan and approve participation by the pupil in supervised alternative learning as described in the plan as modified, or
- c] Not approve participation by the pupil in supervised alternative learning.

If a plan was not submitted to the committee, the committee shall:

- a) Require the principal of the pupil's school to cause a plan to be developed for the pupil;
- b) Not approve participation by the pupil in supervised alternative learning.

2.3 Communication of Decision

- The SAL Committee shall, within five school days after the meeting, provide the pupil, the parent of the pupil and the principal of the pupil's school with its written decision in accordance with Section 14 "*Communication of the Decision*" of Ontario Regulation 374/10.
- If the SAL Committee required the principal of the pupil's school to cause a plan to be developed, the Committee will communicate the date by which the developed plan is to be submitted back to the Committee

2.4 Developed Plan Ordered by Committee

- If the Committee required the principal to cause a plan to be developed, the Committee within 20 days of receiving the developed plan shall hold a meeting to consider the submitted plan and follow the process as outlined in 2.2 above – Committee Decision as well as communicate its decision as outlined in 2.3 above – Communication of Decision.

2.5 Reconsideration of Committee Decision

- A parent of a pupil may, within 10 school days of receiving the Committee's written decision, submit to the Principal of the pupil's school, a written request that the Committee reconsider the decision;
- The Principal shall forward the request to the Committee as soon as possible after receiving the request;
- Within 20 school days after the day the Committee received the request, the Committee shall hold a meeting to reconsider its decision;
- The individuals outlined above in 2.1 are entitled to receive notice of the meeting and to attend and be heard at the meeting;
- After the meeting, the Committee shall make a decision in accordance 2.2 – Committee Decision and shall communicate its decision in accordance with 2.3 above – Communication of Decision.

2.6 Renewal of Plan

- Before the expiry date of the plan, if in the opinion of the Principal of the pupil's school, it would be in the pupil's best interest to continue to participate in supervised alternative learning, the principal shall submit a recommendation to the Committee to renew the plan, with the written consent of the parent of the pupil;
- Within 20 school days after a Committee receives a recommendation to renew a plan, a Committee shall:
 - a) Renew the pupil's plan;
 - b) Renew the pupil's plan with specified modifications; or
 - c) Require the Principal to recommence the entire process for new referral.

2.7 Termination of Plan

- In the event that a plan is terminated, the principal shall provide written notice of the termination of a plan to the Committee that approved the pupil's participation in supervised alternative learning.

Audit Committee

For committee mandate, see Education Act, O. Reg. 361/10 “Audit Committees”.

Subject to subsection (3), every board shall establish an Audit Committee in accordance with this Regulation. O. Reg. 361/10, s. 2(1).

The Audit Committee is responsible to the Board for overseeing the financial reporting process of the Board including communications with the internal and external auditors concerning the auditor's roles and responsibilities within the financial reporting process.

1.0 Composition of the Committee

1.1 The Committee will consist of the following appointed individuals in accordance with the Board's By-Laws. In the absence of a by-law setting out an appointment process, the Board shall appoint the members of the Audit Committee in accordance with O. Reg 361/10, s. 3 (2):

- If the Board has fewer than eight board members, the Audit Committee will consist of four (4) members, including two (2) board members and two (2) persons who are not board members;
- If the Board has eight or more board members, the Audit Committee will consist of five (5) members, including three (3) board members and two (2) persons who are not board members;
- If the Board has fifteen (15) or more board members, the Audit Committee will consist of seven (7) members, including four (4) board members and three (3) persons who are not board members O. Reg. 3610/10, s. 3 (1).

2.0 Eligibility of Non-Trustee Persons for Appointment to Audit Committee

- The person has an accounting, financial management or legal experience that would enable him or her to understand accounting and auditing standards applicable to the public sector.
- The person shall be selected by the Director of Education, Superintendent of Business and Chair of the Board through an application process as specified in O. Reg 361/10.
- The person is not an employee or officer of the Board or any other District School Board or School Authority or is employed by the auditor of record for the School Board. The person must not have a conflict of interests that precludes the person from being a member of the Audit Committee.

3.0 Terms of Office

The term of office of a member of the audit committee who is a board member shall be determined by the board but shall not exceed four years.

The term of office of a member of the audit committee who is not a board member shall be determined by the board but shall not exceed three years.

- A member of the audit committee may be reappointed.
- An individual who is not a board member may not be appointed to the audit committee more than twice unless,
- The board advertised the position for at least 30 days; and
- After the 30 days, the selection committee did not identify any potential candidates.
- When the term of a member of the audit committee expires, he or she continues to be a member until a successor is appointed or the member is reappointed.

4.0 Meetings

An Audit Committee of a Board will meet at least three (3) times in each fiscal year at the call of the Chair of the Committee and as such, other times as the Chair consider advisable. O. Reg. 361/10, s. 11 (1):

- The first meeting of the Audit Committee in each fiscal year after the 2011 year shall take place no later than September 30. O. Reg. 361/10, s. 11 (2).
- Each member of the Audit Committee has one vote. O. Reg. 361/10, s. 11 (3).
- The Audit Committee shall make decisions by resolution. O. Reg. 361/10, s. 11 (4).
- A majority of the members of the Audit Committee that includes at least one member who is not a Board member constitutes quorum for meetings of the Committee.

5.0 Functions and Duties of the Committee

5.1 The Audit Committee's function, duties, responsibilities and rights are specified in O. Reg 361/10, Section 9 (1-10).

5.2 In carrying out its functions and duties, an Audit Committee has the power to:

- With prior approval of the Board, retain counsel, accountants or other professionals to advise or assist the Committee;
- Meet with or require the attendance of board members, the board's staff, internal or external auditor or legal counsel or representatives from a reporting entity of the board at meetings of the Committee and require such persons or entities to provide any information and explanation that may be requested;
- Where the Committee determines it is appropriate, meet with the Board's external or internal auditor, or with any staff of the board, without the presence of other board staff or board members, other than board members who are members of the Committee,

- Require the Board's internal or external auditor to provide reports to the Committee; and
- Have access to all records of the Board that were examined by the internal or external auditor. O. Reg. 361/10, s. 10.



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Jay Aspin, Chair

Colin Vickers, Director of Education

Item #2.4

TERMS OF REFERENCE

NEAR NORTH DISTRICT SCHOOL BOARD

AUDIT COMMITTEE

Policy Statement

The Audit Committee of the Near North District School Board shall be appointed at the Inaugural or Organizational Meeting of the Board each December.

The Audit Committee is responsible to the Board for overseeing the financial reporting process of the Board including communications with the external auditor concerning the auditor's roles and responsibilities within the financial reporting process.

Composition of the Committee

- 1.0 The Committee shall consist of a minimum of five trustees.
- 1.1 The Chair of the Audit Committee will be elected annually in January by the members of the Audit Committee.

Meetings

- 2.0 The Committee shall meet at a minimum of three times each year.

Duties of the Committee

- 3.0 The Committee shall review the means of safeguarding assets and, as appropriate, verify the existence of such assets.
- 3.1 The Committee shall be responsible for appraising the economy and efficiency with which resources are employed.
- 3.2 The Committee shall report to the Board on any significant matters.

NNDSB PARENT INVOLVEMENT COMMITTEE

BYLAWS

PURPOSE

The purpose of the parent involvement committee (PIC) is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being.

The parent involvement committee of a board shall achieve its purpose by,

- (a) providing information and advice on parent engagement to the board;
- (b) communicating with and supporting school councils of schools of the board;
and
- (c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. 330/10, s. 6.

The PIC shall,

- (a) develop strategies and initiatives that the board and the board's director of education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;
- (b) advise the board and the board's director of education on ways to use the strategies and initiatives referred to in clause (a);
- (c) communicate information from the Ministry to school councils of schools of the board and to parents of pupils of the board;
- (d) work with school councils of schools of the board and, through the board's director of education, with employees of the board to,
 - (i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,
 - (ii) identify and reduce barriers to parent engagement,
 - (iii) help ensure that schools of the board create a welcoming environment for parents of its pupils, and
 - (iv) develop skills and acquire knowledge that will assist the parent involvement committee and school councils of the board with their work;
and
- (e) determine, in consultation with the board's director of education and in keeping with the board's policies, how funding, if any, provided under the *Education Act* for parent involvement is to be used.

COMPOSITION OF PIC

The NNDSB shall appoint the following people to the committee:

1. The chairs of each School Advisory Council for each school in the district.
2. The director of education of the board.
3. One member of the board.
4. Up to three community members.
 - A person is qualified to be appointed by the board as a parent member of the committee if he or she is a parent.
 - A parent who is employed by the board is qualified to be appointed by the board to the committee.
 - A parent referred to in subsection (5) shall, at his or her first committee meeting, inform the committee of his or her employment with the board.
 - The parent members appointed by the board shall elect three parent members to serve as co-chairs of the committee.
 - There shall be one co-chair in each of the three districts defined as being the former districts prior to the amalgamation of the NNDSB.
 - The co-chairs shall act as spokespersons for the committee in communicating with the director of education of the board and the board.
 - Community representatives appointed by the board to the committee shall not be members or employees of the board.
 - In appointing members to the committee, the board shall ensure that parent members constitute a majority of the members of the committee.
 - In the event that an individual appointed to a parent involvement committee vacates his or her position on the committee, the board shall appoint another individual to the position.

COMPOSITION OF COMMITTEES, GENERAL

The board may appoint one or more of the following individuals to the parent involvement committee:

1. One principal of an elementary school of the board.
2. One principal of a secondary school of the board.
3. One teacher employed, other than a principal or vice-principal, in an elementary school of the board.
4. One teacher employed, other than a principal or vice-principal, in a secondary school of the board.

5. One person employed by the board, other than a principal, vice-principal or teacher.

A parent involvement committee shall appoint or elect members to the committee before November 15 of the school year and before the first meeting of the committee in the school year.

VACANCIES

A board shall ensure that vacancies in parent member positions on its parent involvement committee are advertised through a variety of methods including in newsletters, board and school websites, community bulletin boards, etc.

TERM OF OFFICE

A member of a parent involvement committee may be reappointed or re-elected to the committee for more than one term unless otherwise provided in the by-laws of the committee.

OFFICERS

The chair or co-chairs of a parent involvement committee shall act as spokespersons for the committee in communicating with the director of education of the board and the board.

A parent involvement committee may have such other officers as are provided for in the by-laws of the committee.

REMUNERATION

A person shall not receive any remuneration for serving as a member of a parent involvement committee.

Parent involvement committee members' expenses incurred as members of the committee shall be covered to the extent agree upon by the PIC and within budgetary constraints.

MEETINGS

The parent involvement committee shall meet at least four times in each school year.

- A. A meeting of a parent involvement committee cannot be held unless,
 - o a majority of the members present at the meeting are parent members;
 - o the director of education, or the person designated is present; and
 - o the member of the board who sits on the committee, or the person designated is present.
- B. The board shall make available to its parent involvement committee the facilities that the board considers necessary for the proper functioning of the committee,

and shall make reasonable efforts to enable members to participate fully in meetings of the committee by electronic means.

- C. A member of a parent involvement committee who participates in a meeting through electronic means shall be deemed to be present at the meeting.
- D. All meetings of a parent involvement committee shall be open to the public and shall be held at a location that is accessible to the public.
- E. The co-chairs of a parent involvement committee shall ensure that notice of each meeting is provided to all members of the committee at least five days before the meeting by,
 - o delivering a notice to each member by e-mail or regular mail; and
 - o posting a notice on the board's website.

SUBCOMMITTEES

- A. A parent involvement committee may establish subcommittees to make recommendations to the parent involvement committee.
- B. A subcommittee of a parent involvement committee must include at least one parent member of the parent involvement committee.
- C. A subcommittee of a parent involvement committee may include persons who are not members of the parent involvement committee.

VOTING

When a parent involvement committee votes on a matter, only parent members and community representative members are entitled to vote.

MINUTES AND FINANCIAL RECORDS

- A. The parent involvement committee shall keep minutes of all of its meetings and records of all of its financial transactions.
- B. The minutes of a parent involvement committee of a board shall be,
 - (a) posted on the website of the board; and
 - (b) sent electronically to the chair or co-chairs of the school councils of each school in the NNDSB.
- C. The minutes of a committee's meetings and the records of its financial transactions shall be available for examination at the board's office by any person without charge for four years.
- D. Minutes posted on the website of the board shall remain on the website for four years.

DELEGATION BY THE DIRECTOR OF EDUCATION AND THE BOARD MEMBER

The director of education of a board may,

- (a) delegate any of his or her powers or duties as a member of the parent involvement committee to a supervisory officer employed by the board; and
- (b) designate a supervisory officer of the board to attend a meeting of the parent involvement committee in his or her place.

The member of a board who sits on a parent involvement committee may,

- (a) delegate any of his or her powers or duties as a member of the parent involvement committee to another member of the board; and
- (b) designate a member of the board to attend the meetings of the parent involvement committee in his or her place.

CONSULTATION BY BOARD

A board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being.

The board shall inform the parent involvement committee of its response to advice provided to it by the committee.

CONSULTATION BY MINISTRY

The Ministry may solicit and take into consideration the advice of parent involvement committees with regard to matters that relate to improving student achievement and well-being.

CONSULTATION BY PARENT INVOLVEMENT COMMITTEE

The parent involvement committee may solicit and take into consideration the advice of parents of pupils enrolled in schools of the board with regard to matters under consideration by the committee.

SUMMARY OF ACTIVITIES

The parent involvement committee of a board shall annually submit a written summary of the committee's activities to the chair of the board and to the board's director of education in September of each school year for the preceding school year.

The summary of activities shall include a report on how funding, if any, provided under the *Education Act* for parent involvement was spent.

The director of education shall,

- (a) provide the summary of activities to the school advisory councils of the schools of the board; and

(b) post the summary of activities on the website of the board.



Safe Schools Committee Terms of Reference

The Safe Schools Committee meets 3 times per school year to provide advice about the Near North District School Board's Safe School; policies, procedures and initiatives. The various employee and stakeholder group representatives can bring forth information related to Safe Schools for consideration on a system level.

Meetings occur on Mondays from 9:30 a.m.-11:30 a.m.

1. As school boards continue to develop and implement policies and programs to meet Ministry requirements in support of the provincial Safe School strategy, it is expected they will consult with different stakeholders.
2. The Safe Schools Committee is a Board advisory committee mandated to provide input and advice on Ministry of Education legislation and policy/program directives, Near North District School Board Safe Schools policies, as well as resources, procedures and protocols utilized at Near North District School Board. The Safe Schools Committee also reviews data for monitoring, reviewing (including the School Climate Survey) and evaluating the effectiveness of board policies and procedures. The Safe Schools Committee will consult a system focus and not engage in local Safe School issues where other mechanisms for their resolution exist.
3. Safe School Committee meetings are attended by the members of the Safe School Committee unless a participant is invited as a guest.
4. Presently, representatives from the following groups comprise the committee:
 - Safe Schools Superintendent
 - Trustees (4)
 - OSSTF – Teachers (President/designate)
 - OSSTF – EA/PSSP/ECE (President/designate)
 - ETFO – Permanent (President/designate)
 - ETFO – Occasional (President/designate)
 - Principals (3) - Elementary & Secondary
 - Principal of Special Education
 - Mental Health Lead
 - Indigenous Program Coordinator



ADMINISTRATIVE GUIDELINE

Safe Schools: **STUDENT CONDUCT MANAGEMENT**

Effective Date:	January 29, 2008	Responsibility: Superintendent of Safe Schools
Revised Date:	May 17, 2010	
Re-revised Date:	March 27, 2017	

The Provincial Code of Conduct, the Near North District School Board Code of Conduct, the *Education Act*, Ontario Regulation 472/07, and Policy Program Memoranda (PPM): 128 (Provincial Code of Conduct and School Board Codes of Conduct), 141 (Programs for Students on Long-Term Suspension), 142 (Programs for Expelled Students), 144 (Bullying Prevention and Intervention) and 145 (Progressive Discipline and Promoting Positive Student Behaviour), together with the Board's discipline policies create expectations for behaviour for all persons on school property and outline strategies to be taken to address incidents, including imposing appropriate consequences for students.

This guideline outlines the processes to be used by the Board when managing student conduct. The processes set out in this guideline shall be informed by and implemented in accordance with the principles of equity and inclusion articulated in PPM 119 (Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools).

The *Human Rights Code* of Ontario has primacy over provincial legislation and policies, as well as school board policies and procedures, such that the *Education Act*, Regulations, Ministry of Education PPMs, and Board policies and procedures are subject to, and shall be interpreted and applied in accordance with the *Human Rights Code* of Ontario.

This Administrative Guideline is divided into **six** parts:

Part 1	Definitions, page 2
Part 2	Progressive Discipline, page 4
Part 3.1	Responding to Incidents, page 10
Part 3.2	Addressing Inappropriate Behaviour—Suspensions, page 16
Part 3.3	Addressing Inappropriate Behaviour—Expulsions, page 24
Part 4	Violent Incidents and OSR Documentation, page 35
Part 5	Delegation of Authority, page 36
Part 6	Appendices, page 37

Part 1 DEFINITIONS

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's students.

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, harm to the individual's reputation or harm to the individual's property, or

(ii) creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education ("intimidation").

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

Cyber-bullying - For the purposes of the definition of "Bullying" above, bullying also includes bullying by electronic means (commonly known as cyber-bullying), which includes:

(a) creating a web page or a blog in which the creator assumes the identity of another person;

(b) impersonating another person as the author of content or messages posted on the internet; and

(c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Daily Care – a person with daily care is an adult person (18 years or older) who is not the custodial parent/guardian of a student who is less than 18 years old, but is a person who cares for the student on a daily basis and is known by the school to provide daily care, for example a grandparent, aunt, uncle, older brother or sister.

Discipline Committee – a committee of three (3) or more Trustees designated to determine suspension and expulsion appeals and recommendations for expulsion.

Disproportionate Impact – is created when discipline impacts a student to a greater degree in comparison to his or her peers as a result of factors related to grounds protected by the *Human Rights Code*.

Emergency Administrator – is a superintendent or principal identified by the principal of the school, to which a teacher-in-charge/principal designate, as the emergency contact should the administrator(s) of the school not be available in emergency circumstances.

Harassment – is words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s), touching or other behaviour that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the *Human Rights Code*.

Manifestation of a Student's Disability – is behaviour that results from a student's disability and that a student does not intend.

PPM – Ministry of Education Policy/Program Memorandum.

Parent/Guardian – where there is a reference to involving or informing a parent/guardian it means the custodial parent or guardian of a minor child who is not an adult student.

Immutable Characteristics – are characteristics that an individual cannot change or that an individual cannot alter about themselves, such as height.

Impact on School Climate – an incident or activity that has a negative impact on the school community.

Primacy of the Code – in a circumstance in which there is a conflict between provincial law, such as the *Education Act*, Regulations, Policy Program Memoranda, School Board Policies and Procedures, and the *Human Rights Code* of Ontario, the *Human Rights Code* is deemed to be more important and the inferior law must be applied in a manner consistent with the *Human Rights Code* (unless there is an explicit exception contained within the other law for 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.

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 Regulations.

Superintendent Responsible for Safe Schools – means the supervisory officer delegated authority regarding procedural issues related to suspension appeals and expulsions.

Teacher-in-Charge – is a teacher who has been delegated authority by the principal to undertake specified duties with respect to student discipline in the absence of administration.

(Appendix 2A)

Undue Hardship – is the standard for the provision of accommodation, or point to which accommodation must be provided, for a specific student by the Board.

Weapon – is any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.

Part 2 PROGRESSIVE DISCIPLINE

Policy Statement

- 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.
- All inappropriate student behaviour, including bullying, must be addressed.
- Responses to behaviours that are contrary to the board's code of conduct must be developmentally appropriate.
- 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.
- The range of interventions, supports, and consequences used by the board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students to reinforce positive behaviours and help students make good choices.
- Information in the student's IEP must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- The 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.

Disclosure of Students Personal Information

Throughout the Progressive Discipline process, it is important to keep privacy issues in mind. Therefore, any NNDSB employees (including occasional employees) who work directly with students may need to know, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented as part of a Behaviour Management Plan (BMP) in the student's Ontario Student Record (OSR).

Prior to disclosure, the principal must inform staff that they must treat any information disclosed about a student or incident as confidential. 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.

NNDSB employees must abide by MFIPPA (Municipal Freedom of Information and Protection of Privacy Act) with respect to information disclosed about a student or incident involving a student. Information disclosed about a student or incident to a NNDSB employee is confidential.

Progressive Discipline

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.

Prevention and early intervention are important for assisting students to achieve their potential and for maintaining a positive school environment. A positive school environment is effected through programs and activities that focus on building healthy relationships, character development, and civic responsibility, which encourage positive participation of the school community in the life of the school.

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, designates and teachers consult with parents prior to imposing any student specific progressive discipline preventative measures, positive behaviour management strategies or progressive discipline consequences.

Each school is required to develop and implement a school-wide progressive discipline policy, consistent with the Board Student Discipline Policy and Student Discipline Procedures and the *Human Rights Code*.

Each school is also required to ensure that bullying prevention plans include: (1) awareness raising strategies (2) support strategies, including plans to protect victims and to support students who engage in bullying; and (3) reporting requirements (please refer to PPMs 144 and 145). In addition, teaching strategies should include a focus on developing healthy relationships by including bullying prevention throughout the curriculum, preventing homophobia, gender based violence, sexual harassment, inappropriate sexual behaviour, as well as promoting critical media literacy and safe internet use strategies, all of which is to be implemented in a manner consistent with the principles of equity and inclusion. The teacher, principal or designate should select the most appropriate response to address the students behaviour. Where a student has special education and/or disability related needs, the

interventions, supports and consequences must be consistent with the expectations for the student, including those in the student’s Individual Education Plan, Behaviour Management Plan and/or Worker Safety Plan.

Progressive discipline includes the use of early and ongoing prevention, intervention strategies and strategies to address inappropriate behaviour. Students’ parent(s)/guardian(s) should be actively engaged in the progressive discipline approach.

Prevention Strategies

Pursuant to PPM No. 145:

“Board policies on prevention and awareness raising must include the requirements for the provision of special education programs and services for students with special education needs in a caring, safe and inclusive environment.” Board employees who work with students are expected to support students to achieve their potential.

Prevention strategies include providing appropriate special education programs for special needs students, as well as supporting all students, student councils and/or school councils that wish to participate in student led alliances or other alliances and/or activities promoting healthy relationships.

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.

The HUB is a community mobilization unit that helps to support and connect individuals and families within our communities. In accordance with Policy Program Memorandum 149 (Protocol for Partnerships with External Agencies), the HUB maintains a list of partners the Board works with; agencies and/or organizations in our communities that have professional expertise with respect to issues of gender based violence, sexual assault, homophobia and inappropriate sexual behaviour.

Schools shall provide public health units under the responsibility of the local officer of medical health the ability to deliver their mandated public health curriculum.

The Board also requires principals to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

Other Preventative Strategies Include:

- Use of curriculum to develop understanding of the issues;
- Human Rights strategy pursuant to PPM 119;
- Anti-bullying and violence prevention programs;
- Mentorship programs;
- Student success strategies;

- Character education;
- Citizenship development;
- Student leadership;
- Promoting healthy student relationships; and
- Promoting healthy lifestyles.

Consistent with Policy Program Memorandum 149, the Board will also ensure that parents of students are aware of the supports available for the linguistic, ethno-cultural and disability related needs of students and their immediate families. Students and parents are encouraged to contact the principal of the school who will assist with connection to available resources. **(See HUB Referral Form)**

Supports for Students

Where a student has reported harassment, bullying or violence as a result of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*, or inappropriate sexual behaviour, that student shall be supported by the school with the provision of contact information about professional supports, such as community agencies, public health facilitates, and telecommunications forums, such as a help-phone-line or website, that the student may access directly for information, assistance and/or support in an effort to promote and/or develop healthy relationships.

Positive Practices

To promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Positive Behaviour Management Practices Include:

- Collaborative and Proactive Solutions approach (CPS);
- Differentiated instruction and accommodations based on student need;
- Class placement (when possible);
- Positive encouragement and reinforcement;
- Individual, peer and group counseling;
- Conflict resolution / Dispute resolution;
- Mentorship programs;
- Promotion of healthy student relationships;
- Sensitivity programs;
- Behaviour Management Plan (BMP);
- Alternative or modified programming based on student data;
- School, Board and community support programs; and
- Student success strategies.

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.

In circumstances where a student will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle 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.

Early and Ongoing Intervention Strategies - Progressive Discipline Consequences

A teacher or the principal or vice-principal, as appropriate, may utilize early and/or ongoing intervention strategies that are developmentally appropriate to stop and prevent future unsafe or disrespectful or inappropriate behaviours.

Intervention Strategies may include:

- Oral reminders;
- Review of expectations;
- Written work assignment addressing the behaviour, that have a learning component;
- Volunteer services to the school community;
- Conflict mediation and resolution;
- Peer mentoring;
- Consultation between two (2) or more of the parties;
- Referral to a community agency for anger management or substance abuse, counseling/intervention;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices;
- Transfer to another class or school;
- Short-term suspension;
- Long-term suspension; and
- Expulsion.

In all cases where ongoing intervention strategies are used, the student's parents/guardians should be consulted (unless the student is 18 years of age or older or 16 or 17 years of age and has withdrawn from parental control) at each step of the progressive discipline process.

Factors to Consider Before Deciding to Address Inappropriate Behaviour

Before applying any progressive discipline consequence, the principal/vice-principal shall consider whether the progressive discipline consequence might have a disproportionate impact on a student protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the student's disadvantaged position in society, and whether accommodation to the point of undue hardship is required.

In all cases where a progressive discipline consequence is being considered to address an

inappropriate behaviour, the principal must:

1. Consider the student and circumstances, including considering the mitigating or other factors, (please see the section below on Mitigating and Other Factors to be Considered);
2. Consider the nature and severity of the behaviour;
3. Consider the impact of the inappropriate behaviour on the school climate; and
4. Consult with the student's parent(s)/guardian (unless the student is an adult student).

Mitigating Factors (see note on page 17)

The mitigating factors to be considered by the principal before deciding whether to use a progressive discipline approach to address the inappropriate behaviour are:

1. Whether the student **has the ability** to control his or her behaviour;
2. Whether the student **has the ability** to understand the foreseeable consequences of his or her behaviour; and
3. Whether the student's continuing presence in the school **does create an unacceptable risk** to the safety of any other individual at the school.

Other Factors to be Considered

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 of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment;
4. The impact of the discipline on the student's prospects for further education;
5. The student's age;
6. Where the student has an IEP or disability related needs,
 - a. Whether the behaviour causing the incident was a manifestation of the student's disability;
 - b. Whether appropriate individualized accommodation has been provided to the point of undue hardship; and
 - c. Whether a suspension is likely to result in aggravating or worsening the student's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct; and
7. Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.

If the student's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

Exclusion from the school 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 implemented following consultation with the superintendent and in accordance with the *Education Act* and consistent with the *Human Rights Code*. (See **Administrative Guideline - Safe Schools: Access to School Premises**)

Record Keeping

The teacher and principal shall keep a record for each student with whom early and ongoing intervention strategies, progressive discipline strategies and suspensions and expulsions have been utilized. The record should include:

1. Name of the student,
2. Date of the incident or behaviour,
3. Nature of the incident or behaviour,
4. Progressive discipline approach used,
5. Outcome, and/or
6. Contact with the student's parent/guardian (unless the student is 18 years of age or older or 16 or 17 years of age and has withdrawn from parental control).

Part 3-1 RESPONDING TO INCIDENTS

The Board is committed to supporting safe learning and teaching environments in which every student can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are likely to have a negative impact on a school climate including serious incidents and all inappropriate and disrespectful behaviours.

Examples of such behaviours include but are not limited to those activities which may lead to a possible suspension or expulsion and those that are contrary to provincial, Board and School Codes of Conduct, which includes, but is not limited to; inappropriate sexual behaviour, gender-based violence, homophobia, 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 *Human Rights Code*, as well as any other behaviour, such as bullying, swearing, malicious gossip, name-calling, sexist, homophobic or racial slurs, comments, jokes or teasing and defamatory or discriminatory electronic communication and postings, graffiti and other behaviour that might cause a negative school climate.

The requirement to take action applies to behaviours that occur anytime at school or at any school related activity.

Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on the school climate, if in the employee's opinion, it is safe to do so. Such behaviour includes all inappropriate and disrespectful behaviour (e.g., swearing, homophobic or racial slurs, sexist comments or jokes, graffiti), as well as those incidents that must be considered for suspension or expulsion. 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.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, Board employees who work with students shall respond to any such inappropriate and disrespectful behaviour as well as any other behaviour that causes a negative impact on school climate or for which a suspension or expulsion may be imposed, that they have observed or heard during the course of their duties or otherwise while on school property

or during a school related event. Immediate risk to an individual includes the Board employee, the students involved, other students, other staff and members of the community who might be impacted as a result of the behaviour being exhibited or because the Board employee who works with students cannot leave unattended another student(s) in order to respond.

Responses shall be made in a timely, supportive and sensitive manner and made in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration any special and/or disability related needs that the student might exhibit or about which the employee might be aware. Responses may include one or more of:

- (1) asking the student to stop the behaviour,
- (2) identifying the behaviour as inappropriate and disrespectful,
- (3) explaining the impact of the behaviour on others and the school climate,
- (4) modeling appropriate communication,
- (5) asking the student for a correction of their behaviour by restating or rephrasing their comments,
- (6) asking the student to apologize for their behaviour,
- (7) asking the student to promise not to repeat their behaviour,
- (8) asking the student to explain why and how a different choice with respect to their behaviour would have been more appropriate and respectful,
- (9) use of the Collaborative and Proactive Solutions approach (CPS), and
- (10) where applicable, identifying the application of the *Human Rights Code*.

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 suspension and a recommendation for expulsion, the employee must report the behaviour orally to the principal or designate at the earliest opportunity and again in writing before the end of the school day. The employee shall follow the procedures outlined for reporting incidents when reporting in writing.

Reporting Suspendable and Expellable Infractions to the Principal

Suspension -the infractions for which a **suspension** may be imposed by the principal include:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal and/or restricted drugs;
3. Being under the influence of alcohol;
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 student's school or to property located on the premises of the student's school;
6. Bullying;
7. Any other activity for which a student may be suspended under a policy of the Board. (See **Administrative Guideline – Safe Schools: Code of Conduct for all Persons in Schools, as well as Executive Limitations E.L. # 17 – Governance Manual**)

Suspension, Investigation and Possible Expulsion - The infractions for which a principal may consider recommending to the Board that a student be **expelled from the student's school or from all schools of the Board include:**

1. Possessing a weapon, including possessing a firearm or knife;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or in illegal drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. Bullying, if:
 - i. the student 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.
9. Any activity listed in subsection 306(1) 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.
10. Any other activity that, under a policy of the Board, is an activity for which a principal must suspend a student and conduct an investigation to determine whether to recommend to the Board that the student be expelled.

Use of Safe Schools Incident Reporting Form - Part I (Appendix 1A)

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, report this to the principal and confirm their report in writing. Whether or not the behaviour leads to a suspension/expulsion is for the principal to determine, not for the staff to weigh.

Ministry policy states that 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 by the end of the school day. The report is to be confirmed in writing in a timely manner, using the

Incident Reporting Form – Part I (Appendix 1A)

Note that reporting does not replace conversations between the employee and the principal. The principal and the employee are encouraged to talk about the incident regardless of the action taken. The purpose of reporting incidents is to ensure that the principal/vice-principal is aware of the behaviour.

In accordance with PPM No. 145:

If the principal has decided that action must be taken as a result of a serious student incident, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the Incident Reporting Form - both students who engaged in the activity and students who have been harmed - must be removed from the Incident Reporting Form before it is filed.

Where the principal has taken action in the case of more than one student, a copy of the Incident 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 Incident Reporting Form - both students who have engaged in the activity and students who have been harmed - must be removed from the Incident Reporting Form before it is filed.

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

In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR. The Incident Reporting Form and documentation must be kept in the OSR for a minimum of one year.

If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the reporting form must be retained in that student's OSR for:

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

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

Use of the Safe Schools Incident Reporting Form – Part II (Appendix 1B)

Once the Incident Reporting Form Part 1 is received, the principal will assign a report number to the form and acknowledge the receipt of the form in writing by returning to the employee or transportation provider or third party operator, the Incident Reporting Form– Part II. (Appendix 1B)

On the Incident Reporting Form Part II, the principal will identify whether or not action was taken. No information regarding the identity of students will be included on this acknowledgement form.

When the Incident Reporting Form Part II indicates that no action has been taken, the 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 shall destroy their copy of the Incident Reporting Form Part II. The principal shall retain their copy of the Form – Part I for the balance of the school year, and the following school year, at which time it shall be destroyed unless the matter has become the subject of a proceeding, including an application to the Human Rights Tribunal of Ontario, in which case the Incident Reporting Form Part II shall be retained until the proceeding is finally decided.

Where the Incident Reporting Form Part II indicates that action has been taken, the 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 may destroy the Incident Reporting Form Part II, but if they choose to retain it, it must be retained in a secure location for at least twelve months.

Notifying the Parent(s)/Guardian Following a Serious Student Incident

Following a serious student incident for which the principal shall be considering imposing a suspension or making a recommendation for expulsion, the principal shall provide information to the parent/guardian of the victim, unless in the opinion of the principal providing information to the victim's parent/guardian would put the victim at risk of harm and would not be in the victim's best interest, or the victim is an adult student. Where the victim is an adult student, the principal shall inform the parent/guardian only with the victim's consent.

The Education Act states that the principal shall disclose:

- (a) the nature of the activity that resulted in harm to the student;
- (b) the nature of the harm to the student; and
- (c) the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity.

The principal **must** say that the student was suspended, if that is the progressive discipline that has been applied. It is not necessary for the principal to say for how many days a student was suspended. The same would be true for other forms of progressive discipline, in that details are not necessary, but the type of discipline must be explained.

The Education Act states that the principal shall not disclose the name of or any other identifying or personal information about a student who engaged in the activity that resulted in the harm. The principal or vice-principal may communicate to the victim's parent/guardian any school wide initiatives that have been or will be implemented as a result of the incident and/or other similar incidents. Where the student(s) disciplined shall no longer be attending the same school as the victim, this fact may be confirmed.

In addition, where the victim has been harassed, bullied or suffered violence because of one or more immutable characteristics, including on any grounds protected by the *Human Rights Code*,

or has been sexually assaulted, the principal shall share 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 and the victim's parent/guardian may access for information, assistance and support. The principal shall, as appropriate, recommend a referral for the student to receive social work support.

A written list of community contacts will be made available to the victim and/or the victim's parent/guardian (Contact the HUB). This list shall also be available on the Board's website. If the victim requires support for linguistic, ethno-cultural or disability related needs, information about community supports that are available shall also be shared with the victim and/or the victim's parent/guardian in a form accessible to the parent/guardian.

The information about supports for the student provided to the parent/guardian shall be summarized in written form, which shall also include a copy of the contact information for the superintendent. A copy of the written summary, including a copy of any Safety Plan, shall be provided to the parent/guardian and the superintendent.

The principal shall also inform the parent/guardian that, if the parent/guardian is NOT satisfied with the measures being taken to protect and support the victim, the parent/guardian may contact the superintendent to request a review of the measures being taken by the school.

Not Notifying a Parent/Guardian

Where, in the opinion of principal, providing information to the victim's parent/guardian would put the victim at risk of harm, such that notification would not be in the victim's best interests, 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's 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 or vice-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's Aid Society, and if in doubt, the principal shall make a no-names call to CAS to inquire about the appropriateness of making a report;
- (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.

Supports might include *Kids Help Phone* and the *Lesbian, Gay, Bisexual and Transgendered Youth Line*. A written list of community contacts shall be provided to the victim and the victim shall be informed that the list is available on the Board's website (Contact the HUB). Where the victim requires support for linguistic, ethno-cultural or disability related needs, information about community supports that are available shall also be shared with the victim in a form most accessible to the victim.

Where the student who has been disciplined shall no longer be attending the same school as the victim, this fact may be confirmed.

Notifying Parent/Guardian of a Student who has engaged in a Serious Student Incident

In accordance with PPM No. 145 and Section 300.3 of the Education Act: Principals are required to notify the parents of students who have engaged in serious student incidents. Principals 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; and
- the supports that will be provided for the student in response to his or her engagement in the activity.

When notifying parents of these incidents, the principal must invite parents to have a discussion with him or her about the supports that will be provided for their child.

Part 3-2 SUSPENSIONS

A suspension means that a student is removed from school temporarily for a minimum of one school day and a maximum of twenty school days. A principal may not suspend a student under s.306 more than once for the same occurrence. Suspensions should be applied in the least restrictive manner possible to be effective and so as not to add to the historical disadvantage of racialized students and/or students with disabilities. Students who are suspended for more than five school days are considered to be on long-term suspension and as such an Alternative Suspension Program (ASP) must be offered to the student. (Please see below for the ASP). Students also cannot take part in school related activities or events while on suspension.

The principal or vice-principal will also contact the police consistent with the Police/School Board Protocol if the infraction the student is suspected of committing requires such contact. When in doubt, the principal will consult with his or her superintendent.

As per section 306(1) of the *Education Act*, a principal shall consider whether to suspend a student if he or she believes that the student has engaged in any of the following activities 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:

Suspendable Infractions

1. Uttering a threat to inflict serious bodily harm on another person.
 2. Possessing alcohol or illegal drugs.
 3. Being under the influence of alcohol.
 4. Swearing at a teacher or at another person in authority.
 5. 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.
 6. Bullying
 7. Any other activity for which a principal may suspend a student under a policy of the board
- (See Administrative Guideline – Safe Schools: Code of Conduct for all Persons in Schools, as well as Executive Limitations E.L. # 17 – Governance Manual)**

Mitigating and Other Factors to Consider Before Imposing a Suspension

Mitigating Factors

The mitigating factors to be considered by the principal or vice-principal before deciding whether to impose a suspension are:

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

These are the factors required to be considered when deciding whether to impose a suspension or expulsion – Ontario Regulation 472/07

Note: These mitigating factors and other factors are stated differently than the mitigating factors and other factors cited on page 9 under: Factors to Consider Before Deciding to Address Inappropriate Behaviours in Part 2- Progressive Discipline.

Other Factors

Where the pupil is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal shall consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil:

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

Procedural Steps When Imposing a Suspension

Where a principal has determined that it is appropriate in the circumstances to impose a suspension, 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 adult student or the student's 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 in which case the principal shall inform the student);
2. The principal must inform the student's teacher(s) of the suspension;
3. The principal in conjunction with the student's teacher(s) must organize school work to be provided for the student to be completed during the duration of the student's suspension;
4. The principal must promptly provide written notice of the suspension to the student, the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control in which case the principal shall provide the notice of suspension to the student), superintendent, and Superintendent Responsible for Student Discipline;
5. The written notice of suspension will include:
 - i. The reason for suspension;
 - ii. The duration of the suspension, including the student's date of return to school;
 - iii. Information about the ASP to which the student is assigned, where the student is suspended for six (6) or more school days;
 - iv. Information about the right to appeal the suspension, including the provision of a copy of the relevant policies and guidelines governing the appeal; and
 - v. The contact information for the Superintendent Responsible for Safe Schools to whom the notice of appeal must be given.

(Suspension Letter - Appendix 3)

6. If it is not possible to provide the letter to the student or to the student's parent/guardian, the letter shall be mailed, couriered, faxed or emailed to the home address within 24 hours.
 - If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
7. A student who is suspended for five or fewer days shall be provided with school work. The school work shall be available to the student if the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control, or the students designate or the student's parent/guardian or designate on the day the student is suspended if the student is suspended for one school day. Where the student has been suspended for two or more school days the principal shall ensure that school work is made available to the student on the following school day.
8. Where the incident that prompted the suspension is a violent incident as defined in PPM 120 the principal shall complete a Violent Incident Report (**Appendix 4**). Please see the section on Violent Incidents (Part 4).

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 **Alternative Suspension Program (ASP)**. A student cannot be compelled to participate in an ASP. If the student chooses to participate in an ASP then a **Student Action Plan (SAP)** shall be developed. The student and/or his/her parent(s)/guardian must notify the principal verbally or in writing that the student is committed to attending the ASP.

SAP's differ depending on the length of the suspension. For suspensions of six to ten school days a SAP must contain an academic component. For suspensions of eleven to twenty school days a SAP must contain an academic and a non-academic component.

The purpose of the **academic component** is to ensure that all students on a long-term suspension have the opportunity to continue their education.

- 1) The student must shall be provided with the opportunity to continue or complete programs of study, including assignments, homework, and any other work evaluated in their regular classes.
- 2) Every effort must be made to maintain the student's regular academic course work throughout the suspension period.
- 3) The academic component must follow the curriculum outlined in the Ontario curriculum policy documents, unless the student has an IEP that provides for the modifications to the Ontario curriculum or an alternative program in which case the Board shall continue the supports consistent with the student's IEP.
- 4) The academic component may include, but is not limited to, the provision of distance learning, e-learning, remedial help in literacy and numeracy, individual instruction, and/or opportunities within the board.

The **non-academic component of the ASP** is to assist students on a long-term suspension of more than ten school days in the development of positive attitudes and behaviours by identifying and addressing the underlying causes of the student's behaviour to help reduce the risk that the student might be given a suspension or expulsion in the future. Students shall be provided with the required services and types of support that may include access to culturally appropriate support and/or referral to community-based service resources. The student's IEP shall also be consulted if the student has special education needs.

The principal or designate will organize a **planning meeting** with the student and/or the student's parent/guardian(s), as well as any appropriate teaching and support staff, including where appropriate community agency staff and relevant persons or professionals. Students are encouraged to participate in these programs. The planning meeting will be scheduled to occur within 2 school days of the student or the student's parent/guardian(s) informing the school that the student will participate in the ASP. If the student's parent(s)/guardian cannot be present, the planning meeting should proceed and the principal must attempt to follow up with the parent(s)/guardian as soon after the meeting as is possible.

The purpose of the **planning meeting** is to:

- Identify the needs of the student;
- Identify the student's risk factors and protective factors;
- Clearly identify any types of support that the student may need to continue his or her learning; and
- Establish the objectives of the SAP.

Students who participate in the Alternative Suspension Program (**ASP**) will also have a Student Action Plan (**SAP**) developed. The plan identifies the academic component and any additional supports to promote positive behavior the student will receive. Each student's plan will be developed to meet his other needs. A copy of the SAP will be placed in the student's OSR.

The **Student Action Plan (SAP)** will include:

1. A description of the incident for which the student was suspended;
2. The progressive discipline steps taken prior to the suspension;
3. Any other discipline measures imposed in addition to the suspension;
4. Any other disciplinary issues regarding the student that have been identified by the school;
5. Any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
6. The academic program to be provided to the student during the suspension period and details regarding how that academic program will be accessed by the student;
7. Any programs or service(s) that might be provided to address those learning or other needs. Where the student has an IEP and/or disability related needs, information regarding how the accommodations/modifications of the student's academic program will be provided during the period of suspension;
8. In the case of a suspension of eleven to twenty days, the non-academic program and services provided to the student during the suspension and details regarding how the non-academic program and those services will be accessed; and
9. The measurable goals that the student will be striving to achieve during the period of the suspension.

The Re-Entry Meeting

The principal shall hold a meeting with school and board staff, the student, and, where possible, the student's parent(s)/guardian if the student is a minor who has not withdrawn from parental control (being so entitled) before the student returns to school and including, where appropriate, community agency staff and relevant persons or professionals. The purpose of the meeting is to facilitate the student's transition back to school by, for example, identifying and providing for any additional academic and/or non-academic support that the student may require upon returning to school.

Appeal of Suspension

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

1. The student's parent or guardian, unless;
 - i. the student is at least 18 years old, or
 - ii. the student is 16 or 17 years old and has withdrawn from parental control.
2. The student, if;
 - i. the student is at least 18 years old, or
 - ii. the student is 16 or 17 years old and has withdrawn from parental control.

This process shall also be used for an appeal of the exclusion of a student from a school by a principal pursuant to Subsection 265 (1) (m) of the Education Act

Suspension Appeal Process

Step 1: Notice of Appeal

A person who is entitled to appeal a suspension must give written notice of his or her intention to appeal to the Superintendent of Safe Schools within 10 school days of the commencement of the suspension. The notice must identify:

1. The reason for appealing the suspension;
2. The remedy sought; and
3. The names and relationships of all persons to be present at the appeal.

The Superintendent of Safe Schools will confirm receipt of this notice.

The Superintendent of Safe Schools may extend the deadline for giving written notice of his or her intention to appeal if the person requests an extension to accommodate his or her disability.

A person who has given notice of intention to appeal may contact the Superintendent of Safe Schools to discuss any matter respecting the appeal of the suspension.

Step 2: Meeting with the Principal

The person who is entitled to appeal may meet with the principal of the school to discuss the suspension. If an agreement is not reached through meeting with the principal, then the next step in the appeal process shall be followed.

Step 3: Superintendent Review

The Superintendent of Program and Schools responsible for the school will review the suspension. If an agreement is not reached through the Superintendent's Review, the person who is entitled to appeal, and the Superintendent of Program and Schools responsible for the school will notify the Superintendent of Safe Schools. The appeal will then be heard by the Discipline Committee of the Board. **(Appendix 5 -Notice of Suspension Review, Appendix 6 - Suspension Review Decision)**

Step 4: Appeal to the Board

The Superintendent of Safe Schools will arrange for the Discipline Committee of the Board to hear the appeal and contact the person who is entitled to appeal. An information package shall be provided as outlined in the Notice of Suspension Appeal. **(Appendix 7) The Discipline**

Committee of the Board shall hear and determine the appeal within 15 school days of receiving the notice of appeal, unless the parties agree on a later deadline. The Discipline Committee will be made up of a minimum of three trustees who will hear appeals, *in camera*, as required by the *Education Act* s. 309 (12). Parties to the appeal are:

- Principal and/or designate of the school who suspended the student;
 - Superintendent of Program and Schools responsible for the school in which the student is registered;
 - Student, if 18 years old (or if 16 or 17 years old and has withdrawn from parental control);
 - Student's parent(s)/guardian, if the parent(s)/guardian appealed the suspension.
1. The appellant and/ or the person with daily care will proceed first by making oral submissions and/or providing written submissions regarding the reason for the appeal and the desired outcome;
 2. The Superintendent of Program and Schools and/or the principal will make oral submissions on behalf of the administration, including a response to any issues raised in the appellant's submissions. The superintendent/principal may rely on the report prepared for the Discipline Committee;
 3. The appellant may make further submissions addressing any issues raised in the administration's presentation that were not previously addressed by the appellant;
 4. The Discipline Committee may ask any party, or the students, where appropriate, questions of clarification;
 5. Adult student's or a student's parent/guardian(s) may be represented by legal counsel or attend with an advocate/agent or the support of a community member;
 6. Legal counsel for the Board may be present at the appeal if the appellant is represented by legal counsel or an agent;
 7. A student who is not a party to the appeal has the right to be present at the appeal and to make a statement on his or her own behalf.

The Discipline Committee shall take into account:

- Submissions and views of all parties;
- Mitigating and other factors.

The Discipline Committee may, in its decision:

- Uphold the decision of the principal regarding the suspension;
- Confirm the suspension but decrease the number of days stipulated in the suspension; or
- Overturn the decision of the principal regarding the suspension and order it expunged from the student's record.

The decision of the Discipline Committee is final and will be communicated to all parties in writing by the Superintendent of Safe Schools. (**Appendices 7, 8A and 8B - Notice of Suspension Appeal and Notices of Suspension Appeal 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/designates 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 a "transfer meeting" with representatives from both schools (including teachers and other school staff at the receiving who will have regular direct contact with the student being transferred for the purpose of reviewing the Transition Plan.

In accordance with PPM No. 145:

The transfer meeting must occur prior to the day or on the day the student is transferred. When the meeting occurs on the day the student is transferred, it must occur before the student attends class. The receiving school must also be in possession of the student's OSR prior to the occurrence of the transfer meeting, and the OSR must be available to be consulted at the meeting.

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

Part 3-3 EXPULSIONS

As per the *Education Act*, s. 310 (1), a principal shall suspend a student if he or she believes that the student has engaged in any of the following activities 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:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or in illegal drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. Bullying, if,
 - i. The student 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.
9. Any activity listed in subsection 306 (1) 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.
10. Any other activity that, under a policy of the Board, is an activity for which a principal must suspend a student and conduct an investigation to determine whether to recommend to the Board that the student be expelled.

A student suspended under this section is suspended from his or her school and from engaging in all school-related activities.

A principal may suspend a student under this section for up to 20 school days and, in considering how long the suspension should be, the principal shall take into account any **mitigating or other factors** prescribed by the regulations. **Please see previous sections for mitigating and other factors on page 17.**

Suspension Pending Expulsion (Appendix 9)

Where a student is suspended for an activity referred to in Section 310(1) of the Education Act, the principal shall conduct an investigation to determine whether to recommend to the Discipline Committee of the Board that the student be expelled.

Procedural Steps When Imposing a Suspension Pending Expulsion

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

1. Within 24 hours of the decision, the principal or vice-principal must make all reasonable efforts to orally inform the student's 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's teacher(s) of the suspension;

3. The principal in conjunction with the student's teacher(s) must organize school work to be provided for the student to be completed during the duration of the student's suspension;
4. The principal must promptly provide written notice of the suspension to the student, the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control), the Superintendent of Program and Schools, and the Superintendent of Safe Schools;
5. The written notice of suspension will include:
 - i. The reason for suspension;
 - ii. The duration of the suspension;
 - iii. Information about the ASP to which the student may be assigned if the suspension is for six (6) or more days;
 - iv. Information about the investigation that the principal will conduct under section 311.1 of the Education Act to determine whether to recommend that the student be expelled;
 - v. A statement indicating that,
 - a. there is no immediate right to appeal the suspension,
 - b. if the principal does not recommend to the board that the student be expelled following the investigation under s.311.1 of the Education Act, the suspension will become subject to appeal under s.311.2 of the Education Act, and
 - c. if there is an expulsion hearing because the principal recommends to the board that the student be expelled, the suspension may be addressed by parties at the hearing.
6. If it is not possible to provide the letter to the student or to the student's parent/guardian, the letter shall be mailed, couriered, faxed or emailed to the home address within 24 hours.
 - If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.
7. Where the incident that prompted the suspension is a violent incident as defined in PPM 120 the principal shall complete a Violent Incident Report (**Appendix 4**). Please see the section on Violent Incidents (Part 4).

If the student commits to attend the ASP, then the ASP procedures set out in the section of this Guideline dealing with suspensions shall be followed.

Principal's Investigation

The principal shall conduct an investigation promptly following the suspension of the student to determine whether to recommend to the Discipline Committee that the student be expelled. As part of the investigation, the principal will consult with the Superintendent of Safe Schools regarding any issues of process and/or timing for conducting the investigation, which must be completed at the earliest opportunity as well as the substantive decision whether or not to recommend that the student be expelled. Before referring a student to the Discipline Committee of the Board for expulsion, the administration shall consider whether or not the recommendation might have a disproportionate impact on a student protected by the *Human Rights Code*, including but not limited to race and disability, and/or exacerbate the student's disadvantaged position in society, and whether or not accommodation is required. Should the decision be made to refer the student to the Discipline Committee with a recommendation for expulsion, the

student must be referred to and dealt with by the Discipline Committee within twenty (20) school days from the date of suspension (unless timelines are extended on consent).

Any police investigation will be conducted separately from the principal's investigation.

As part of the principal's investigation, the principal shall:

- Make all reasonable efforts to speak with the student and the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control);
- Include interviews with witnesses who the principal determines can contribute relevant information to the investigation;
- Make every reasonable effort to interview any witnesses suggested by the student, or the student's parent/guardian; and
- Consider the mitigating and other factors when determining whether to recommend to the Discipline Committee that the student be expelled.

Decision Not to Recommend Expulsion (Appendix 10)

Following the investigation and consideration of the mitigating and other factors, if the principal decides not to recommend to the Discipline Committee that the student be expelled, the principal must:

1. Consider whether progressive discipline is appropriate in the circumstances;
2. Uphold the suspension and its duration;
3. Uphold the suspension and shorten its duration and amend the record accordingly; or
4. Withdraw the suspension and expunge the record.

If the principal has decided not to recommend an expulsion of the student, the principal will provide written notice of this decision to the student and the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control). The notice shall include:

1. A statement of the principal's decision not to recommend expulsion to the Discipline Committee;
2. A statement indicating whether the suspension has been upheld, upheld and shortened in duration, or withdrawn;
3. If the suspension has been upheld or upheld and shortened, information about the right to appeal the suspension to the Discipline Committee, including:
4. A copy of the Board policies and guidelines regarding suspension appeals;
5. Contact information for the Superintendent Responsible for Safe Schools to whom the notice of appeal must be given;
6. A statement that written notice of an intention to appeal must be given within five (5) school days following receipt by the party of notice of the decision not to recommend expulsion. The Superintendent Responsible for Safe Schools may extend the deadline for giving written notice of his or her intention to appeal if the person requests an extension to accommodate his or her disability;
7. If the length of the suspension has been shortened, notice that the appeal applies to the shortened length of the suspension.

Decision to Recommend Expulsion (Appendix 11)

Expulsion by Consent

If a principal, in consultation with the Superintendent of Safe Schools, determines that a recommendation for expulsion is warranted, and the student's parent/guardian(s), or the student, if 18 or older, (or 16 or 17 years old and has withdrawn from parental control), may elect to sign a consent to expel the student. This process, outlined below, is completed with the Superintendent of Safe Schools.

Step 1

The student's parent/guardian(s), or the student, if 18 or older, (or 16 or 17 and has withdrawn from parental control), will confirm with the Principal their willingness to sign a consent to expel.

Step 2

The student's parent/guardian(s), or the student, 18 or older, (or 16 or 17 and has withdrawn from parental control) will meet with the Superintendent of Safe Schools to receive the Principal's Report and sign a consent to expel.

Step 3

The Discipline Committee will review the signed consent to expel and then sign this consent on or before the 20th day of the student's suspension.

Step 4

The Superintendent of Safe Schools will sign the decision of the Discipline Committee letter.

Step 5

A copy of the decision of the Discipline Committee letter will be sent to the student, if 18 or older, (or 16 or 17 and has withdrawn from parental control).

Recommendation to the Board for an Expulsion Hearing

If a principal, in consultation with the Superintendent of Safe Schools determines that a recommendation for expulsion is warranted and there is no consent to expulsion, the principal must refer the recommendation for expulsion to the Discipline Committee to be heard within twenty (20) school days from the date the principal suspended the student, unless the parties to the expulsion hearing agree upon a later date.

For the purposes of the expulsion proceeding, the principal shall:

1. Prepare a report to be submitted to the Discipline Committee of the Board and provide the report to the student and the student's parent or guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control) prior to the hearing. The report shall include:
 - a. A summary of the findings the principal made in the investigation;
 - b. An analysis of which, if any, mitigating or other factors or *Human Rights Code* related grounds might be applicable;
 - c. A recommendation of whether the expulsion should be from the school or from the Board; and

- d. A recommendation regarding the type of school that would benefit the student if the student is subject to a school expulsion, or the type of program that might benefit the student if the student is subject to a Board expulsion.
2. At the same time provide written notice of the expulsion hearing to the student and the student's parent/guardian (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control). The notice shall include:
- a. A statement that the student is being referred to the Discipline Committee to determine whether the student will be expelled for the activity that resulted in suspension;
 - b. A copy of the Board's guidelines and rules governing the expulsion hearing before the Discipline Committee;
 - c. A copy of the Board Code of Conduct and school Code of Conduct;
 - d. A copy of the suspension letter;
 - e. A statement that the student and/or his or her parent/guardian has the right to 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 student they will either confirm, confirm and shorten, or withdraw the suspension;
 2. Parties have the right to make submissions as to whether, if the student is not expelled, the suspension imposed should be confirmed, reduced or withdrawn;
 3. Any decision of the Discipline Committee with respect to the suspension imposed is final and cannot be appealed;
 4. If the student is expelled from his or her school, the student will be assigned to another school;
 5. If the student is expelled from the Board, he or she will be assigned to a program for expelled students;
 6. If the student is expelled there is a right of appeal to the Child and Family Services Review Board.
 - g. The name and contact information for the Superintendent of Safe Schools with whom the person may contact to discuss any matter with respect to the expulsion hearing.

Response to the Principal's Report

Any person who is entitled to receive the principal's report and the written notice referred to in the previous paragraph may respond in writing to the principal and to the Board.

The Superintendent of Safe Schools:

- May arrange a meeting with the student if the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control or the student's parent/guardian and student and the principal, as appropriate.
- If a meeting is arranged, will review the Discipline Committee process for expulsion hearings, as well as respond to any questions or concerns the student or the student's parent/guardian may have regarding the process or incident; and, if a meeting is arranged, during the meeting the Superintendent of Safe Schools may assist to narrow the issues and identify agreed upon

facts.

- Will prepare a package of documents for the Discipline Committee, which will include at least the following components:
 - a copy of the Principal's Report; and
 - a copy of the original suspension letter and the notice of expulsion sent to the adult student (see definition – page 2) or the student's parent/guardian.
- Will inform the adult student or the student's parent/guardian of the date and location of the expulsion hearing, will provide a copy of the Expulsion Hearing Rules, and a copy of the documentation to go to the Discipline Committee.
- Will ensure that the item is placed on the Discipline Committee agenda.

Expulsion Hearing Before the Discipline Committee

The Discipline Committee will conduct expulsion hearings as required by the Education Act, s. 311.3. The hearing will take place on or before the 20th school day of the student's suspension. The Discipline Committee will be made up of a minimum of three trustees who will hear appeals, in camera, as required by s. 311.3(9) of the *Education Act*.

Parties to the hearing are:

1. Principal/Vice Principal(s) of the school in which the student is registered
2. Superintendent of Program and Schools responsible for the school in which the student is registered
3. The student if:
 - i. the student is at least 18 years old; or
 - ii. the student is 16 or 17 years old and has withdrawn from parental control; and/or
4. Student's parent/guardian(s) (unless the student is at least 18 years old or 16 or 17 years old and has withdrawn from parental control); and
5. Legal representatives for any of the parties.

A student who is not a party to the expulsion hearing has the right to be present at the hearing and to make a statement on his or her own behalf.

Submissions and Views of the Parties

At the hearing, the Discipline Committee shall:

1. Consider the submissions, whether orally, in writing or both;
2. Solicit the views of all the parties as to whether the student, if he or she is expelled, should be expelled from his or her school only, or from all schools of the board; and
3. Solicit the views of all the parties as to whether, if the student is not expelled, the board should confirm the suspension originally imposed under s. 310 of the *Education Act*, confirm the suspension but reduce its duration or withdraw the suspension.

Factors the Discipline Committee Must Consider in its Decision

In making the decisions under the above heading "Decision," the Discipline Committee shall take into account:

1. All submissions and views of the parties, including their views as to whether the student, if expelled, should be expelled from his or her school only or from all schools of the board;

2. Any mitigating and other factors prescribed by the regulations;
3. Any written responses to the principal's report provided to the board before the completion of the hearing.

Restriction on Expulsion

The Discipline Committee shall not expel a student if more than 20 school days have expired since the student was suspended, unless the parties to the expulsion hearing agree on a later deadline.

Decision

After completing the hearing, the Discipline Committee shall decide:

1. Whether to expel the student; and
2. If the student is to be expelled, whether the student is expelled from his or her school 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 expunged, even if the suspension that is under appeal has already been served.

In determining which action to take with respect to the suspension of the student after it has been determined not to expel the student the board shall take into account:

- (a) any submissions made by the parties as to whether the suspension and its duration should be confirmed, the suspension should be confirmed but its duration reduced or the suspension should be withdrawn;
- (b) any mitigating or other factors prescribed by the regulations.

The board shall give written notice to all persons who were entitled to be a party to the expulsion hearing:

1. A statement indicating that the student is not expelled;
2. A statement indicating whether board has confirmed the suspension and its duration; confirmed the suspension but reduced its duration or withdrawn the suspension.

The decision not to expel a student and the decision with respect to the suspension is final.

If Student is Expelled

If the board expels a student, the board shall assign the student to:

1. in the case of a student expelled from his or her school only, another school of the board; and
2. in the case of a student expelled from all schools of the board, program for expelled students.

Where the board decides to impose a school expulsion, the Superintendents of Program and

Schools from where the student has been expelled and to where the student may be placed along with the Superintendent of Safe Schools will determine the placement of the student.

Where the board decides to impose an expulsion from all schools of the board the Superintendent of Safe Schools along with the Superintendent of Program and Schools from which the student is being expelled must assign the student to a program for expelled students.

The board shall give written notice of the expulsion promptly to:

1. All the parties to the expulsion hearing; and
2. The student, if the student was not a party to the expulsion hearing.

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. (**Appendices 13A and 13B**)

Expulsion Appeal

The student's 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.

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 the nature and severity of the behaviour that led to the expulsion.

Academic Component

The purpose of the academic component is to ensure that expelled students who are assigned to a board program have the opportunity to continue their education. The academic component shall follow the curriculum outlined in the Ontario curriculum policy documents, unless the student has an IEP that provides for modifications to the Ontario curriculum or an alternative program. The academic component may include, but is not limited to, the provision of:

- (i) distance learning;
- (ii) e-learning;

- (iii) remedial help in literacy and numeracy;
- (iv) individual instruction;
- (v) and/or opportunities within the board.

Elementary school students shall be supported in continuing to acquire the necessary knowledge and skills outlined in the Ontario curriculum policy documents for elementary schools.

Secondary school students shall be supported in continuing to earn credits towards their Ontario Secondary School Diploma through such options as credit completion and credit recovery.

Non-academic Component

The purpose of the non-academic component is to assist expelled students in the development of long term positive attitudes and behaviours by identifying and addressing the underlying causes of the behaviour that led to the expulsion. Students may require a range of services and types of support that may include access to culturally appropriate support.

The board will:

- (i) make appropriate support available and/or;
- (ii) facilitate a student's referral to community-based service providers;
- (iii) and/or provide support through other methods, such as remote access to resources (e.g., video conferencing);
- (iv) and, to meet the alternative programming requirements of a student with special education needs, refer to the student's IEP.

Protocols between boards and community-based service providers are in place to facilitate referral processes and the provision of services and support for students and their parents and families.

The principal that is overseeing the SAP of the expelled student will be responsible for ensuring student safety (measures to ensure a safe, inclusive, and accepting learning and teaching environment) and imposing discipline (determine the consequences of unacceptable behaviour) while a student is assigned to a program for expelled students and to abide by the Board Code of Conduct.

Developing and Implementing the Student Action Plan (SAP)

A SAP shall be developed for every expelled student who makes a commitment to attend the board program for expelled students. The SAP will be developed on the basis of the information gathered at a planning meeting. The SAP will build on the SAP that was developed for the student while he or she was on a long-term suspension pending expulsion.

The SAP will be developed by the principal in cooperation with appropriate staff, the student, and his or her parent(s) (if applicable). It is important that parents participate in the development and implementation of the SAP on an ongoing basis. Boards will make reasonable efforts to enable parents to participate (if applicable) by, for example, reaching out to community members who can provide translation services for those whose first language is not English or French.

It is the responsibility of the Board to coordinate the types of support required to assist the student in continuing his or her learning. For students with special education needs, Boards shall provide appropriate support consistent with the student's IEP.

The Planning Meeting

Once the student and/or his or her parent(s) (if applicable) have indicated that the student is committed to attending the program, the principal shall hold a planning meeting. The planning meeting will be a collaborative process and must include school and board staff and the student. Where possible, efforts will be made to have the student's parent(s) (if applicable) or other significant family member(s) (if applicable), as well as the student's teacher(s) present at the meeting. If the parents cannot be present, the planning meeting will proceed nevertheless, and the principal must attempt to follow up with the parent(s) of the student as soon after the meeting as possible. In addition, where appropriate, community agency staff and any other relevant persons or professionals should also be included in the planning meeting.

The purpose of the planning meeting is to:

- identify the needs of the student and determine whether any assessment is required;
- identify the student's risk factors and protective factors;
- describe the types of support and services required to assist the student in achieving the goals of the academic and non-academic components (e.g., career development counselling, use of mentors from appropriate communities).

The following information shall be considered during the planning meeting and should be used to develop the SAP:

- the student's history;
- the student's learning experiences from any long-term suspension program that he or she may have attended;
- the student's strengths;
- the nature and severity of the behaviour that led to the expulsion, including any mitigating or other factors as provided for in OReg. 472/07;
- information from anyone who has provided a specialized service (e.g., a speech therapist); and
- information from other sources who have helped or are expected to help the student, including culturally appropriate support persons.

All relevant information on the student, including existing documentation (e.g., current assessments, IEP etc.), shall be considered while complying with all legal and statutory requirements and privacy laws.

Development and Review of the Student Action Plan

The SAP must contain both an academic and non-academic component. For both the academic and non-academic components, the SAP must outline:

- goals, objectives, and learning expectations;
- measures of success;
- strategies and types of support.

The SAP shall be reviewed on a regular basis to determine the student's progress in meeting the stated objectives in both the academic and the non-academic components of the plan. When a student enters a program for expelled students, all parties, including the student, must be made aware of the process for determining when the student has satisfied the objectives required for

successful completion of the program and is therefore eligible to be readmitted to a school of the board. The student and/or his or her parent(s), (if applicable) should be involved in the review of the SAP.

Contact information for the Superintendent of Safe Schools, who is responsible for overseeing the student's readmission shall also be included in the SAP.

Development of a Plan for Re-entry to School

A student who has been expelled from all schools of a board and/or his or her parent(s), (if applicable), may apply in writing to the Superintendent of Safe Schools requesting that the student be readmitted to a school of that board. For a student who has been expelled from only one school of a board, and where the student and/or his or her parent(s), (if applicable), wish that the student return to his or her original school, the student and/or his or her parent(s), (if applicable), may apply in writing to a person designated by the board requesting that the student be reassigned to the school.

When the student has successfully met the objectives of the program for expelled students, as outlined in the SAP, the student must be readmitted to school. The Superintendent of Safe Schools shall determine whether an expelled student has successfully completed a program for expelled students, or has satisfied the objectives required for successful completion of a program for expelled students.

When a student is considered ready to be readmitted to school, a re-entry plan shall be developed as part of the SAP to assist with the student's transition and integration back into the school.

As part of the development of the re-entry plan, the board shall hold a meeting that includes board staff, staff of the school to which the student is seeking readmission, and the student. Where possible, efforts will be made to include the student's parent(s), (if applicable) or other significant family member(s), (if applicable), as well as the student's teacher(s), in the meeting. Principals should make reasonable efforts to include parents in this meeting. If the parents cannot be present, the planning meeting shall proceed nevertheless, and the principal must attempt to follow up with the parent(s) of the student as soon after the meeting as possible. In addition, where appropriate, community agency staff and any other relevant persons or professionals will also be included in the meeting.

The re-entry plan shall contain the following elements:

- description of the re-entry process for successful transition back to school
- identification of the types of support in both the academic and non-academic components that are needed to sustain student learning.

Re-Entry to a School from which a Student was Expelled

Where a student seeks to be re-assigned to the school from which he or she was expelled (whether in the case of a Board expulsion or a school expulsion):

1. The Board will consider whether re-attendance will have a negative impact on the school climate, including on any victims, where applicable;

2. The student will be required to demonstrate that they have learned from the incident and have sought counseling, where appropriate;
3. The student will be required to sign a Declaration of Performance Form (**Appendix 12**) provided by the Board;

Following consideration of the principles of equity and inclusion, the Board, in its sole discretion, may determine that a different school than the one from which the student was expelled is a more appropriate placement for the student.

Part 4 REPORTING VIOLENT INCIDENTS

All violent incidents that occur on school premises during school-run programs must be reported by the principal to the Ministry of Education, whether the violent incident was committed by a student of the school or whether it was committed by another person. (**Appendix 4**)

The term *violent incident* is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following:

- 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

Police must be notified for students when a violent incident occurs. Refer to the *Ontario North East Region Police and School Protocol*. The parent/guardian(s) of the student should be contacted whenever possible before police speak with students in the course of an investigation.

Ontario Student Record (OSR) Documentation

Where the principal has identified a violent incident, and the incident involves an aggressor who is a student of the school, the reporting form must be retained in the aggressor's Ontario Student Record (OSR) as follows:

- 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.

Part 5 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**
- **2B Delegation of Authority Vice Principal in Charge**

Section 300.1 (2) qualifies the above in that a teacher who is not a vice-principal may only act under a delegation under this section if the principal and vice-principal of the school are absent from the school. PPM 145 also addresses the issue of delegation of authority with respect to vice-principals and teachers in charge.

Those who are delegated authority for discipline matters must respect and implement their duties and decisions as required by the *Education Act*, Board policies and procedures, Ministry of Education Policy Program Memoranda and the *Human Rights Code* of Ontario.

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 in Charge

- The principal's authority under Part XIII of the *Education Act* may only be delegated in writing to a teacher in the absence of the principal and vice-principal, and must respect the terms of all applicable collective agreements.
- 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 according to board direction. 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.

Part 6 APPENDICES

Please see the following pages

Reporting to the Principal – Safe Schools Incident Reporting Form – Part I

Report No:	CONFIDENTIAL SAFE SCHOOLS INCIDENT REPORTING FORM – PART I
Name of School:	
1. Student Name	
2. Where the Incident Occurred (check one)	<input type="checkbox"/> A Location in the School or on School Property (please specify) _____ <input type="checkbox"/> At School-Related Activity (please specify) _____ <input type="checkbox"/> On a School Bus (Route #) _____ Other (please specify) _____
3. When the Incident Occurred:	Date: _____ Time: _____
4. Type of Incident (check all applicable)	<p>Activities for which suspension must be considered under section 306(1) of the <i>Education Act</i></p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person. <input type="checkbox"/> Possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any other activity for which a pupil may be suspended under a policy of the board <p>Activities for which expulsion must be considered under section 310(1) of the <i>Education Act</i></p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm or knife <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"/> Giving alcohol to a minor <input type="checkbox"/> Any activity listed in subsection 306(1) 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 <input type="checkbox"/> Any other activity that under a policy of the board is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend expulsion.
5. Report Submitted By:	Name: _____ Signature: _____ Date: _____
Contact Information:	Location: _____ Telephone: _____



Safe Schools Incident Reporting Form –Part II

Report No: _____

Report Submitted By: Name: _____ Date: _____

Investigation completed

- Principal to communicate results to the teacher at a mutually convenient time*
- Principal to communicate results to other board employee, transportation provider or third party operator at a mutually convenient time, as appropriate*

- Action Taken
- Action Not Taken

Investigation in progress

- Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time*
- Once investigation is completed, principal to communicate results to other board employee, transportation provider or third party operator at a mutually convenient time, as appropriate*

Name of Principal: _____

Signature: _____ Date: _____

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

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



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 [insert where applicable]. The superintendent may be reached at [insert].

The emergency superintendent may be reached at [insert] or in the alternative, the principal of [insert name of school], [insert individual's name] may be reached at [insert] to provide you with any assistance necessary.

Please also review the Board's brochure "Duties, Responsibilities & Expectations for Teachers-In-Charge". As part of the duties of teacher-in-charge you are being delegated responsibility for the following:

- (1) receiving reports about suspension and expulsion infractions from Board employees and transportation providers or third party operators providing before and/or after school programs or such persons who are not employees who come into contact with students on a regular basis and communicating this information to an administrator at the earliest opportunity;
- (2) conducting an investigation to determine the nature of an incident, and in particular whether or not the incident is one for which a suspension or expulsion might be imposed;
- (3) reporting incidents for which a suspension or expulsion might be imposed to an administrator at the earliest opportunity;
- (4) providing information to a parent/guardian of a student about an incident causing the student harm, provided that the student is not at least 18 years old or 16 or 17 years old and has withdrawn from parental control and you are not of the opinion that reporting the information might put the student at risk of harm and not be in the student's best interest; and
- (5) notifying the parents of students who have engaged in serious student incidents. You shall disclose the following information:
 - a) the nature of the activity that resulted in harm to the other student
 - b) the nature of the harm to the other student
 - c) the nature of any disciplinary measures taken in response to the activity
 - d) the supports that will be provided for the student in response to his or her engagement in the activity- you must invite parents to have a discussion with him or her about the supports that will be provided for their child
- (6) implementing progressive discipline measures following the investigation of an incident that does not require consideration of a suspension or expulsion as a consequence; and
- (7) contacting the police in an emergency or in the event of an incident requiring police involvement in accordance with the Police and School Response Protocol.

You must exercise your authority in accordance with the *Human Rights Code* of Ontario, the *Education Act*, Board policies and procedures, Ministry of Education Policy/Program Memoranda and collective agreements.

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



Delegation of Authority Vice Principal-in-Charge

To [insert name of vice principal-in-charge]

Date [insert date]

From [insert name of administrator]

Re: [Delegation of Authority]

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

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

The emergency superintendent may be reached at [insert] or in the alternative, the principal of [insert name of school], [insert individual's name] may be reached at [insert] to provide you with any assistance necessary.

Please also review the Board's brochure "Duties, Responsibilities & Expectations for Vice Principals-In-Charge".

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

- (1) receive reports about suspension and expulsion infractions from Board employees and transportation providers;
- (2) contact police in accordance with the Police and School Response Protocol;
- (3) conduct investigations and inquiries;
- (4) consider and implement progressive discipline measures;
- (5) impose suspensions of between one (1) and five (5) days, but not to impose a suspension of more than five (5) days or make the final decision with respect to recommending to the Board that a student be expelled;
- (6) develop and implement Student Action Plans;
- (7) provide information to a parent/guardian of a student about an incident causing the student harm, provided that the student is not at least 18 years old, or 16 or 17 years old and has withdrawn from parental control and you are not of the opinion that reporting the information might put the student at risk of harm and not be in the student's best interest;
- (8) notify the parents of students who have engaged in serious student incidents. You shall disclose the following information:
 - e) the nature of the activity that resulted in harm to the other student
 - f) the nature of the harm to the other student
 - g) the nature of any disciplinary measures taken in response to the activity
 - h) the supports that will be provided for the student in response to his or her engagement in the activity You must invite parents to have a discussion with him or her about the supports that will be provided for their child.

- (9) develop a Safety Plan;
- (10) develop a Transition Plan; and
- (11) organize and be responsible for a school transfer meeting.

Despite authority to conduct investigations and inquiries, as noted above, where, in your opinion, the allegations might attract discipline requiring a suspension of six (6) or more days, you shall consult with and/or receive direction from the principal or superintendent throughout the investigation process.

You must exercise your authority in accordance with the *Human Rights Code* of Ontario, the *Education Act*, Board policies and procedures, Ministry of Education Policy/Program Memoranda and collective agreements.

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



Suspension Letter

[on school letterhead]

Re: Suspension of [Student's Name], [DOB] from [Name of School]

[Date]

[Address – Adult Student – see definition – page 2 OR parent/guardian]

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

[You/Student's Name] [have/has] been suspended from [Name of School] and from engaging in all school related activities from [Effective Date of Suspension] to [Last Day of Suspension] inclusive, i.e. [number] school days. This suspension applies to all school buildings, grounds, school buses, school functions, activities and trips. [You/Student's Name] may return to school on [Date] at [Time]. [You/Student's Name] must report to the office before returning to school.

This suspension is imposed in accordance with the *Education Act*, the Board's Safe School Policy and [Name of School] Code of Conduct.

The reason for the suspension is [use infraction applicable]. Namely, my findings indicate that [you/student's name] [describe incident with particulars].

School work [has been delivered to you / is available at the office; please make arrangements to have it picked up.]*

[*If the suspension is 6 school days or longer] In addition [you/student's name] [have/has] been assigned an Alternative Suspension Program, a program for suspended students. This Alternative Suspension Program will provide an opportunity for continued academic work and support for self-management to assist with the re-entry to school. Please find enclosed information about Alternative Suspension Programs.

Please confirm [your/student's] participation in an Alternative Suspension Program at your earliest opportunity by contacting the School. As soon as notice of [your/student's] participation is received a planning meeting will be scheduled.

Should you wish to appeal this suspension, you must provide written notice of your intention to appeal to the Superintendent Responsible for Safe Schools, [Contact Information], within 10 school days of the commencement of the suspension, i.e. before [Insert Date]. The Superintendent Responsible for Safe Schools may extend the deadline for giving written notice of his or her intention to appeal if the person requests an extension to accommodate his or her disability.

The notice of intention to appeal must identify:

1. The reason for appealing the suspension;
2. The remedy sought; and
3. The names and relationships of all persons to be present at the appeal.

You may then contact the Superintendent Responsible for Safe Schools to discuss the appeal. Please be aware that an appeal does not stay the suspension.

A copy of the Board's Safe Schools: Student Conduct Management Administrative Guideline can be found at www.nearnorthschools.ca. A paper copy of the same will be provided upon request.

Sincerely,

[Principal]

cc Teacher(s) of student,
Superintendent of Safe Schools
Superintendent of Schools
Attendance Counselor

VIOLENT INCIDENT FORM

Name of student: _____

A. Description of Violent Incident _____

B. Police Contact _____

1. Date of contact	2. Date of police investigation at school:	3. Name of investigating officer(s):
--------------------	--	--------------------------------------

C. School/Board Response _____

1. Suspension 2. Expulsion 3. Other _____
- _____
- _____

Date of inclusion in OSR: _____

Principal's/Designate's signature: _____



Head Office

P.O. Box 3110
963 Airport Road
North Bay, ON
P1B 8H1
Fax: 705.472.9927

Notice of Suspension Review
[on the letterhead of the Board]

[Date]
[Adult Student's – see definition – page 2/Parent/Guardian's Name]
[Address]

Re: Suspension of [Student's Name], [DOB] from [Name of School]

I am in receipt of your notice of intention to appeal [your/Student's Name] suspension from [Name of School], dated [insert date]. [You/Student's Name] [were/was] suspended for [insert number] school days for [insert infraction applicable].

I will be conducting a review of the suspension. At the conclusion of my review, I will, in consultation with Principal [Name], either confirm, modify or expunge the suspension.

As part of the review process, I would like to speak to you.

My office will be contacting you. Please also do not hesitate to contact me at 472-8170 ext. 5004.

Sincerely,

Superintendent of Safe Schools

Cc Superintendent of Schools
Principal
Ontario Student Records



Appendix 6

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 Student's Name/Parent's/Guardian's Name]:

Re: Suspension Review of Suspension of [Student's Name], [DOB] from [Name of School]

I have completed my review of [your/student's name] suspension from [Name of School]. As a result of my review I have decided to [expunge/modify/uphold] the suspension.

If you are not in agreement with my decision, the appeal will proceed before the Discipline Committee of the Board.

I will contact you to discuss the results of my review and your appeal.

Sincerely,

Superintendent of Safe Schools

Cc Superintendent of Schools
Principal
Ontario Student Records



Appendix 7

Notice of Suspension Appeal [on Board letterhead]

[Date]

[Adult Student – see definition–page 2-/ Parent’s/Guardian’s Name]
[Address]

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

Re: Appeal of Suspension of [Student's Name], [DOB] from [Name of School]

You have appealed the decision of Principal [Name] to suspend [you/student’s name] from [Name of School].

The Appeal will be heard by the Discipline Committee of the Board of Trustees at [insert time and date] at [insert location].

You will find enclosed a copy of the Information Package that will be relied on by the administration for the Board and will be provided to the Discipline Committee. The Information Package includes a copy of the suspension letter, your letter requesting the appeal, correspondence with respect to the suspension review and the Principal’s Report of the Incident.

Also enclosed please find a copy of the Board’s Suspension Appeal Guidelines. Please advise me at your earliest opportunity if you intend to bring legal representation to the appeal.

Please be advised that if you fail to attend on time, the Discipline Committee will wait for 30 minutes and may then proceed to decide the matter in your absence.

Should you have any questions about the appeal process, please contact me at 472-8170 ext. 5004.

Sincerely,

Superintendent of Safe Schools

Cc Superintendent of Schools
Principal
Ontario School Record



Notice of Suspension Appeal Decision
[on the letterhead of the Board]

[Date]

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

[Address]

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

Re: Decision of Discipline Committee Suspension Appeal of
[Student Name], [DOB] [Name of School]

Attached, please find a copy of the Decision of the Discipline Committee regarding your suspension appeal, dated [insert date].

The decision of the Discipline Committee is final and is not subject to further appeal. Should you have any questions, please contact me at [insert contact information].

Sincerely,

Superintendent of Safe Schools

Cc Superintendent of Schools
Principal
Ontario Student Record



Suspension Appeal Decision of the Discipline Committee
[on the letterhead of the Board]

SUSPENSION APPEAL DECISION

IN THE MATTER OF Section 309 of the *Education Act*, as amended
-and-

IN THE MATTER OF an appeal by [Name of Appellant], of the suspension of [Student Name], a student of [School Name]

Decision

UPON being satisfied that the Discipline Committee has jurisdiction to conduct the appeal pursuant to section 309 of the *Education Act*;
AND UPON being satisfied that the proper parties to the appeal are [Name of Appellant and relationship to student] and [Principal Name] as Principal of [School Name];
AND UPON being satisfied that the parties received reasonable notice of the appeal;
AND UPON having provided an opportunity to the appellant to make submissions, having heard the submissions of the Principal, having read the materials submitted by the parties, and having retired to consider the matter;

THE DISCIPLINE COMMITTEE does hereby [confirm the suspension / confirm the suspension but shorten its duration to (number) school days and amend the record accordingly / quash the suspension and expunge the record / **confirm the suspension but expunge the record on (insert date or event)**].

THE DECISION OF THE DISCIPLINE COMMITTEE is final.

DATED this [day] of [Month], [Year] and signed on behalf of the Discipline Committee and Board of Trustees by the Chair of the Discipline Committee.

[Board Name]
By _____ Chair



Suspension Pending Possible Recommendation for Expulsion
[on the letterhead of the School]

[Date]

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

[Address]

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

Re: Suspension of [Student's Name], [DOB] from [Name of School]

[You/Student’s Name] [have/has] been suspended from [Name of School] and from engaging in all school related activities from [Effective Date of Suspension] to [Last Date of Suspension] inclusive, i.e. twenty (20) school days. This suspension applies to all school buildings, grounds, school buses, school functions, activities and trips.

Please be advised that this suspension is made in accordance with the *Education Act*, the Board's Safe School Policy and [Name of School] Code of Conduct.

The reason for the suspension is [use the infraction applicable]. Namely, my findings indicate that [you/Student's Name] [describe incident with particulars].

Please be advised that I am continuing my investigation of this matter in order to determine whether to recommend to the Discipline Committee of the Board of Trustees that [you/Student’s Name] be expelled. The investigation may include [... refer to Checklist and identify your next steps...]. An expulsion may be from [Name of School] or from all schools of the Board. You will be informed of the results of my investigation in writing.

The Board is committed to the education and future of its students. [You/Student’s name] [have/has] been assigned to an Alternative Suspension Program, a program for suspended students. An Alternative Suspension Program provides students with the opportunity to continue academic work and receive support for self-management. Please find enclosed information about Alternative Suspension Programs. Please contact the School at your earliest opportunity to confirm [your/student’s participation] in an Alternative Suspension Program. As soon as notice of [your/student’s] participation is received a planning meeting will be scheduled.

You do not have the right to appeal the suspension at this time. Should it be determined at the conclusion of the investigation that a recommendation for expulsion will not be made, you will be entitled to appeal the suspension to the Discipline Committee of the Board of Trustees. Should it be determined that a recommendation for expulsion is warranted, then you may address the suspension before the Discipline Committee at the expulsion hearing.

Sincerely, [Principal]

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



Decision Letter Not to Recommend Expulsion

[on the letterhead of the School]

[Date]

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

[Address]

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

Re: [Student's Name], [DOB] [Name of School] - Expulsion Not Recommended

I am writing to you to report the result of my investigation following [your/ student's name] suspension. I have decided **not** to recommend to the Discipline Committee that [you/student's name] be expelled. As part of my investigation, I have reviewed [your/student's name] suspension, and I have determined that the suspension should be [confirmed / confirmed but shortened to [INSERT NUMBER] school days and the record amended accordingly / withdrawn and the record expunged].

[*Unless the suspension is withdrawn:] Should you wish to appeal the suspension, you must provide written notice of your intention to appeal the suspension to the Superintendent Responsible for Student Discipline, [contact information], within 5 school days of the receipt of this notice, i.e. before [insert date - by courier or mail is 10 school days from date of this letter; by e-mail or fax is 6 school days from date of this letter]. The Superintendent Responsible for Safe Schools may extend the deadline for giving written notice of his or her intention to appeal if the person requests an extension to accommodate his or her disability.

If you provide notice of your intention to appeal, you may contact the Superintendent Responsible for Safe Schools to discuss the appeal. If the suspension has been reduced in length, the appeal is from the reduced suspension. Please be aware that an appeal does not stay the suspension.

A copy of the Board's Safe Schools: Student Conduct Management Administrative Guideline can be found at www.nearnorthschools.ca. A paper copy of the same will be provided to you upon request.

Sincerely,

[Principal]

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: [Student's Name], [DOB], [Name of School] Investigation

I am writing to you following my investigation to determine whether to recommend an expulsion. As a result of my investigation, **I have decided to recommend to the Discipline Committee of the Board of Trustees that [you/student's name] be expelled.**

A copy of my Report to the Discipline Committee Recommending Expulsion is enclosed. You may respond to this Report in writing to the Discipline Committee or to me. A copy of your written submissions should also be provided to the Superintendent Responsible for Safe Schools [insert contact information].

The hearing by the Discipline Committee to decide whether [you/student's name] should be expelled will be held on [date] at [location] **[to be determined by Superintendent Responsible for Safe Schools]**. Enclosed please find [copies /**excerpts**]* of: a) the Board's Student Discipline Policy, Student Discipline Procedures, Expulsion Hearing Guidelines and Discipline Committee Rules;
Safe Schools: Student Conduct Management Administrative Guideline;
Board Code of Conduct and School Code of Conduct;
Suspension letter.

You will be provided with an opportunity to make a presentation to the Discipline Committee about whether [you/student's name] should be expelled, and whether, if [you/student's name] [are/is] expelled, [you/s/he] should be expelled from [School Name] or from all schools of the Board and, if no expulsion is imposed, your position with respect to the suspension.

The Discipline Committee will determine whether [you/student's name] should be expelled, and whether [your/student's name] expulsion should be from [School Name] or from all of the schools of the Board.

If [you/student's name] [are/is] expelled from [School Name], the Discipline Committee will assign [you/student's name] to a program provided at another school of the Board. If [you/student's name] [are/is] expelled from all schools of the Board, the Discipline Committee will assign [you/student's name] to a program for expelled students.

Information about both the program that will be provided at another school and the program for expelled students is enclosed. Both the program that will be provided at another school and the program for expelled students will provide [you/student's name] with an opportunity to pursue academic work and receive additional supports.

Should the Discipline Committee decide not to expel [you/student's name], the Discipline Committee will review the suspension. The Discipline Committee may confirm the suspension, confirm but shorten the suspension and amend the record accordingly, or withdraw the suspension and expunge the record. The decision of the Discipline Committee with respect to the suspension is final and is not subject to appeal.

You may bring legal counsel to represent you before the Discipline Committee, which might be funded by Legal Aid, depending upon your circumstances. If you intend to bring legal counsel, please provide the Superintendent Responsible for Safe Schools with notice at your earliest opportunity.

If [you/student's name] is/are expelled, there is a right to appeal the decision to expel to the Child and Family Services Review Board.

Please note that the Discipline Committee will wait for thirty (30) minutes for your arrival on [Month], [Day], [Year] and, should you fail to attend in a timely manner, the Discipline Committee may proceed in your absence. The Superintendent Responsible for Safe Schools, [Name and Contact Information], will contact you to review the hearing process and answer any questions that you might have.

Sincerely,

[Principal] Encl.

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

Declaration of Performance
[on the Letterhead of the School]

I agree to comply with the following expectations on my return as a student to [insert the name of School]:

- a. I agree to comply with the expectations of the [insert name of school] Code of Conduct and the [insert board] Code of Conduct.
- b. I agree to work diligently in a positive manner and to be attentive to my teachers and classmates in an effort to accomplish the goals of my educational program.
- c. I agree to be punctual and prepared for class.
- d. I agree to be active and participate in the extra-curricular life of the school.
- e. [insert if applicable] I agree to seek guidance and ask for help from school staff when I feel overwhelmed or anxious.
- f. [insert if applicable] I agree to seek assistance from school staff when needed in order to assist me to solve problems in a constructive manner.
- g. [insert if applicable] I agree to refrain from [insert one or more: using violence/restricted substances to solve my problems].

Signature [Insert name of student]

Date



Expulsion Decision
[on the letterhead of the Board]

[Date]

[Adult Student (see definition – page 2) /Parent/Guardian] [Address]

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

Re: Decision of Discipline Committee Expulsion Hearing – [Student Name], [DOB] [Name of School]

Attached, please find the Decision of the Discipline Committee, dated [insert date]. Should you wish to appeal this decision, you are required to give written notice of appeal to the Child and Family Services Review Board (Telephone 416-327-4673 or 1-888-728-8823) within 30 days after the date on which you are considered, in accordance with the rules set out in subsection 300(3) of the Education Act, to have received this notice.

(Subsection 300(3) of the Education Act provides:

(3) Where notice is given to a person under this Part, it shall be considered to have been received by the person in accordance with the following rules:

1. If the notice is sent by mail or another method in which an original document is sent, the notice shall be considered to have been received by the person to whom it was sent on the fifth school day after the day on which it was sent.
2. If the notice is sent by fax or another method of electronic transmission, the notice shall be considered to have been received by the person to whom it was sent on the first school day after the day on which it was sent.

If the student has been expelled: Please also find attached information regarding the educational program offered by the Board at [insert name of alternative school / program for students expelled from all schools of the Board].

Should you have any questions, please contact the undersigned at 472-8170 ext. 5004

Sincerely,

Superintendent of Safe Schools

Cc Superintendent of Schools
Principal
Ontario Student Record



Recommendation for Expulsion Decision of the Discipline Committee

[on the letterhead of the Board]

[School Board Name]

IN THE MATTER OF Section 311.3 of the *Education Act*, as amended

-and-

IN THE MATTER OF a recommendation by [Name of Principal], [School Name] for the expulsion of [Student Name], a student of [School Name]

Decision

UPON being satisfied that the Discipline Committee has jurisdiction to conduct the hearing pursuant to section 311.3 of the *Education Act*;

AND UPON being satisfied that the proper parties to the hearing are [Name of Appellant and relationship to student] and [Principal Name], Principal of [School Name];

AND UPON being satisfied that the parties received reasonable notice of the hearing;

AND UPON having provided an opportunity to the Appellant to make submissions, having heard the submissions of the Principal, having read any materials submitted by the parties, having considered the facts and any mitigating and/or other factors referred to by the parties, and having retired to consider the matter;

THE DISCIPLINE COMMITTEE does hereby impose an expulsion from [School Name] and assigns the student to an educational program at [School Name] for the following reason: [INSERT REASON FOR EXPULSION] *

*OR

THE DISCIPLINE COMMITTEE does hereby impose an expulsion from all schools of the Board; assigns the student to the program for expelled students; and requires that the student successfully complete and meet the objectives of the program for expelled students before being re-admitted to a regular day school program in Ontario for the following reason: [INSERT REASON FOR EXPULSION].

*OR

THE DISCIPLINE COMMITTEE does not hereby impose an expulsion; and does hereby [confirm the suspension imposed by [Principal Name] / confirm the suspension imposed by [Principal Name] but shorten its duration to [number] school days and amend the record accordingly / quash the suspension and expunge the record].

DATED this [day] of [Month], [Year] and signed on behalf of the Discipline Committee and Board of Trustees by the Chair of the Discipline Committee.

[Board Name]

By

Chairperson



Date: December 18, 2018
 Motion No. 18-12-

Moved By: _____

Seconded By: _____

That the Board move into Private Session at _____p.m.

 Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



Date: December 18, 2018

Motion No. 18-12-

Moved By: _____

Seconded By: _____

**That the Board meeting of December 18, 2018 adjourn at
_____ p.m.**

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		