

ADMINISTRATIVE PROCEDURE 350	
SECTION: STUDENTS	
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Contact	Superintendent of Safe Schools

PROGRESSIVE DISCIPLINE

PURPOSE

The *Provincial Code of Conduct* and Administrative Procedure 140 - Code of Conduct state expectations for the behaviour of students and all persons on school property. The Director of Education has developed this procedure specifically to govern student conduct in all schools of the Renfrew County District School Board. Under the *Education Act*, principals are required to maintain proper order and discipline in schools, and students are responsible to the principal for their conduct. A vital goal of the school system is the development of self-disciplined, responsible citizens.

This procedure helps foster a safe, caring, inclusive, accepted and respectful learning and teaching environment in which every student can reach his or her full potential. When behaviours happen that are contrary to the provincial and Board codes of conduct, appropriate action must consistently be taken. This includes addressing any incidents of homophobia, gender-based violence, sexual harassment or other inappropriate sexual behaviour. In addressing inappropriate behaviours, progressive discipline must be utilized. Progressive discipline makes use of a continuum of prevention programs, interventions, supports and consequences, and builds upon strategies that promote positive behaviours. For students with special education needs, interventions and consequences must be consistent with the student’s IEP. Consideration must be given to all mitigating and other factors as required in *Ontario Regulation 472/07*.

School administrators and staff members shall enforce this administrative procedure and post the Code of Student Conduct in a conspicuous place in the school so that it can be easily read by students. In addition, the expectations for student conduct shall be included in the student handbooks. The Director of Education will fully support administrators and staff members in the implementation of every aspect of this procedure.

1. A CONTINUUM OF RESPONSES

1.1. Positive Practices

- 1.1.1. A positive school climate is crucial to prevention and may be defined as the sum total of all of the personal relationships in a school. When these relationships are founded in mutual acceptance and inclusion, and

modeled by all, a culture of respect becomes the norm. A positive climate exists when all members of the school community feel safe, comfortable and accepted. To meet the goal of creating a safe, caring and respectful school environment, the Director of Education supports the use of positive practices for prevention of inappropriate behaviour and for effective behaviour management. School and system initiatives pertaining to character development, student success, and equity and inclusive education all help create a foundation that allows for an effective progressive discipline approach.

- 1.1.2. Preventative practices include anti-bullying and violence prevention programs; student success strategies; character education; citizenship development; student leadership and healthy lifestyles initiatives.
- 1.1.3. Effective behaviour management practices include program modifications or accommodations; appropriate class placement; positive encouragement and reinforcement; individual, peer and group counselling; conflict resolution; mentorship programs; safety plans; and school, district and community support programs.
- 1.1.4. Schools must provide opportunities for students to improve school climate through assuming leadership roles (e.g., mentoring younger students).

2. PROGRESSIVE DISCIPLINE

- 2.1. System and school leaders recognize that, in some circumstances, positive practices may not be effective or sufficient to address student behaviour that is contrary to district and school Codes of Conduct. In such circumstances it is expected that the principle of progressive discipline, consistent with Ministry of Education direction and Policy/Program Memorandum No. 145, will be applied as appropriate. All schools must have in place a school-wide progressive discipline plan that is consistent with this procedure and with *PPM 145, Progressive Discipline and Promoting Positive Student Behaviour, December 2012*.
- 2.2. Progressive discipline is never solely punitive. Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices. For students with special education needs, interventions and consequences must be consistent with the student's IEP. Consideration must be given to all mitigating and other factors as listed in Ontario Regulation 472/07.

- 2.3.** It is required that all staff respond to inappropriate behaviour to correct or stop the inappropriate behaviour. Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond. Examples of inappropriate behaviour include swearing, racial slurs, homophobic slurs, sexist comments or jokes, vandalizing or any of the behaviours for which students may be suspended for in Administrative Procedure 359. An immediate response may include asking the student to stop the inappropriate behaviour or explaining why the behaviour is inappropriate. Not responding is a form of giving permission for the behaviour to continue.
- 2.4.** For students with special education and/or disability-related needs, these interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan or Behaviour Management Plan.

Early and Ongoing Intervention Strategies

- 2.5** Progressive discipline may include early and/or ongoing intervention strategies, such as:
- contact with the pupil's parent(s)/guardian(s);
 - oral reminders;
 - review of expectations;
 - a written work assignment with a learning component;
 - volunteer service to the school community;
 - peer mentoring;
 - referral to counselling;
 - conflict mediation and resolution; and/or
 - consultation.

Interventions, Supports and Consequences

- 2.6** Progressive discipline may also include a range of interventions, supports and consequences that focus on improving behaviour, such as one or more of the following:

- 2.6.1 a meeting with the student, student's parent or guardian, and principal;
- 2.6.2 referral to a community agency for anger management or substance abuse counselling;
- 2.6.3 detentions;
- 2.6.4 withdrawal of privileges;

- 2.6.5 withdrawal from class;
- 2.6.6 restitution for damages;
- 2.6.7 restorative practices; and/or
- 2.6.8 transfer, with appropriate support for a new start in the receiving school.

2.7 Parents or guardians should be actively engaged in the progressive discipline approach. Schools must provide for ongoing dialogue with parents on student achievement and behaviour at any step of the progressive discipline continuum.

2.8 In all cases where progressive discipline is being considered, the principal or designate must consider the particular student and circumstances, including such mitigating factors as the student's developmental age and history and other factors; and consider the nature and severity of the behaviour and its impact on school climate. The full list of mitigating and other factors are listed in *Ontario Regulation 472/07*.

2.9 The teacher, principal or designate should keep a record for each student with whom progressive discipline approaches are used. It is important to have a record of the student's history and degree of success with different strategies. The record should include:

- 2.9.1 the name of the student;
- 2.9.2 date of the incident or behaviour;
- 2.9.3 nature of the incident or behaviour;
- 2.9.4 special considerations taken into account;
- 2.9.5 the progressive discipline approach used;
- 2.9.6 the outcome; and
- 2.9.7 the contact with the parent or guardian, unless the student is an adult.

3. PERSONAL MOBILE DEVICES

3.1. In accordance with AP 140 Code of Conduct, students have clear expectations on the use of personal mobile devices while at school.

3.1.1 To support students in meeting the expectations for mobile devices at school, the following will occur should there be concerns:

- Request to put their device in a designated area in their classroom and/or the office for the remainder of the class or in JK-8, the school day.
- If concerns with the above, there will be a referral to the Principal/Vice-Principal which may involve being asked to place the device in a secure location in the office and will involve

notification of parent(s)/caregiver who may provide additional information about their child to develop a plan of support. As required, schools will follow Progressive Discipline, which can include a range of responses that may be supportive and/or disciplinary

4. SUPPORTS FOR STUDENTS EXPERIENCING SEXUAL, GENDER OR HOMOPHOBIC VIOLENCE AND RAISING AWARENESS

- 4.1.** To promote a positive school climate, opportunities will be provided for members of the school community to increase their knowledge and understanding of such issues as homophobia, gender-based violence, sexual harassment, inappropriate sexual behaviour, critical media literacy and safe internet use. The Ontario curriculum provides many opportunities for students to develop further understanding of these topics.
- 4.2.** Schools must be supportive of students who wish to engage in gay-straight alliances and other student-led activities that promote understanding and healthy relationships. Schools must endeavour to engage support from school councils and student councils to support such student-led activities.
- 4.3.** Schools are required to conduct anonymous school climate surveys of their students at least every two years and preferably on an annual basis. Surveys must include questions pertaining to bullying and harassment related to homophobia, sexual harassment and gender-based violence. Schools may also survey staff and parents about their perceptions of school safety. Survey information should be used to inform prevention and intervention planning and must be shared with the safe schools teams to be used in school improvement planning.
- 4.4.** All Board employees must take all allegations of gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour (PPM 145) and bullying (PPM 144) seriously and act in a timely, sensitive and supportive manner. Board employees working directly with students must support all students, including those who disclose/report such incidents, by providing contact information about professional supports; and making this information readily available to students who wish to discuss issues of healthy relationships, gender identity, and sexuality. When serious student incidents occur, school staff must make students and parents aware of the options for supporting the students as outlined in Administrative Procedures 450 and 359. Further, in some cases staff will need to meet with the student and/or parents to develop a plan to keep certain students apart for safety reasons. Those individuals participating in meetings for this purpose are required to treat information received as confidential. Staff must invite the parent and student to contact the principal if

they find such a plan unacceptable. Further, if the principal is not able to find a resolution, the superintendent should be notified.

- 4.5. Principals must notify parents of victims of serious incidents unless to do so would, in the opinion of the principal, result in further harm. In such cases, the principal is required to document the reasons for this decision and notify the appropriate superintendent as well as any teacher who might have reported the incident.
- 4.6. Where Board employees have reason to believe a student under 16 is in need of protection, the employee must call the Family and Childrens' Services in keeping with Administrative Procedure 341.
- 4.7. Schools must maintain an up-to-date contact list of agencies having professional expertise in these areas including local police services and sexual assault centres, make this list available to staff and students, and work with such agencies as needed to provide support to students and staff dealing with such issues.
- 4.8. Every school must provide access to the Public Health Unit to allow delivery of public health mandated curriculum.

5. SUSPENSION AND EXPULSION

- 5.1. Suspension and expulsion are further along the continuum of progressive discipline. Details about the infractions and procedures related to these disciplinary actions are found in Administrative Procedure 358 - Student Discipline: Suspension and Administrative Procedure 359 - Student Discipline: Expulsion.
- 5.2. In every case where a principal considers whether to suspend a student or to recommend expulsion to the Board, mitigating and other factors must be considered, as required by the Education Act and as set out in Ontario Regulation 472/07 and the administrative procedures named above.
- 5.3. Section 265(1)(m) permits a principal to "exclude" people from school whose presence is detrimental to the physical and mental well being of pupils. This provision should not be used as a measure of progressive discipline. Removing a student as part of the progressive discipline approach would take the form of a suspension or expulsion.

6. THE INFRACTIONS

Infractions Enumerated in the Education Act

- 6.1.** The Renfrew County District School Board and the Director of Education support the use of suspension or expulsion as outlined in Part XIII of the Education Act if a student has committed one or more of the infractions described below, provided that mitigating or other factors do not apply. These actions are prohibited on school property, on school buses or taxis, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.
- 6.2.** Many of these infractions are related to the police protocol and require police involvement as appropriate. When in doubt, the principal will consult with the superintendent responsible.

Bullying

- 6.3.** Bullying: means aggressive and typically repeated behaviour by a pupil where, The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm to the individual's reputation or harm to the individual's property or Creating a negative environment at a school for another individual, and
- The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.
- 6.4** Bullying can be physical, verbal or social, and involve hitting or pushing; making sexist, racist or homophobic comments; or excluding others or spreading rumours. It may also occur through the use of technology by spreading rumours, images or hurtful comments through the use of e-mail, cell phones, text messaging, social media, Internet websites or other technology. Actions that impact negatively on the school climate will not be condoned.
- 6.5** The principal will consider whether mitigating or other factors apply, and may impose discipline, including a suspension, as a consequence for bullying.

Drugs and Alcohol

- 6.4. The Director prohibits students who are under the influence of, or in possession of, alcohol, illegal drugs or restricted drugs from Board property and from involvement in any school-related activity.
- 6.5. The use of inhalants for the purpose of intoxication is also prohibited.
- 6.6. The possession of any simulated beer and wine products or any item which promotes the use of and/or consumption of alcohol and/or drugs is prohibited.
- 6.7. Unless there are mitigating or other factors to consider, progressive discipline will be imposed. This discipline may include suspension for an infraction related to drugs and alcohol.
- 6.8. If a student commits the infraction of trafficking in illegal or restricted drugs or giving alcohol to a minor, and no mitigating factors apply, the principal will suspend the student for up to twenty (20) days and investigate to determine whether the student should be expelled.
- 6.9. Disciplinary action is intended to confront students with the consequences of their actions as well as to encourage the adoption of healthy lifestyles. The school district will cooperate with community agencies in the referral to counselling and rehabilitative programs of students who abuse alcohol and drugs.

Damage to School Property or Robbery

- 6.10. Under paragraph 11(3)(l) of Ontario Regulation 298 Operation of Schools, if a student wilfully defaces or damages school property, the parent or guardian can be held responsible for paying for or properly repairing or replacing the damaged item. A parent or guardian may also be required to compensate the Board for loss or misappropriation of school property by the student.
- 6.11. Committing an act of vandalism that causes extensive damage to school property or to property located on the premises of the school is an infraction for which suspension may be considered by the principal.
- 6.12. Committing robbery may be considered for an expulsion from school or from all schools of the Board, depending on the circumstances of each case.

Weapons

- 6.13. Any real or simulated weapon or ammunition is banned from Board property.

- 6.14.** A weapon may be any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, guns, replica guns, knives and animals. If the principal, in maintaining a non-violent environment, confiscates a weapon of any kind, that item shall be retained in a locked location and turned over to police at the earliest opportunity. Items not taken by police shall be picked up by the parent or disposed of in an appropriate manner by the principal and witnessed by a staff member. Disposal of such items shall be documented by the principal.
- 6.15.** Where the student has demonstrated the intention to harm, injure or intimidate another person with any object that might be construed as a weapon, the principal, after considering any mitigating or other factors which might apply, may suspend the offending student or impose other discipline.
- 6.16.** When a principal has reasonable grounds to believe that a student has committed the infraction of possessing a weapon, has used a weapon to cause or to threaten bodily harm to another person, or is trafficking in weapons, the principal shall, after determining that no mitigating factors apply, suspend the student for up to twenty (20) days and conduct an investigation as to whether the student should be expelled from the school or from all schools of the Board.
- 6.17.** In cases involving restricted or prohibited weapons as defined in the Criminal Code of Canada, the principal shall notify the police.

Threats and Assaults

- 6.18.** Threats to inflict serious bodily harm may occur through the use of technology by the use of e-mail, cell phones, text messaging, Internet websites or other technology. Any such threat that impacts negatively on the school climate will not be condoned and will be considered for progressive discipline, including suspension, as would any other threat of this nature.
- 6.19.** In all cases involving threats of serious physical injury, physical assault causing bodily harm, and sexual assault, the principal will notify the police, unless there are special circumstances.
- 6.20** All such incidents will result in progressive discipline and, depending on the circumstances, may involve suspension or expulsion according to administrative procedures. If a student commits physical assault that causes bodily harm requiring treatment by a medical practitioner or commits sexual assault and no mitigating factors apply, the principal shall suspend the student for up to twenty

(20) days and conduct an investigation as to whether the student should be expelled from the school or from all schools of the Board.

Other Infractions

6.21 Administrative Procedures 358 and 359 describe other acts considered by the principal to be infractions for which a suspension or expulsion should be imposed. These infractions are acts which are considered injurious to the moral tone of the school; acts that are injurious to the physical or mental well-being of any member of the school community; and acts which are contrary to the district or school Code of Conduct.

7. CORPORAL PUNISHMENT AND PHYSICAL RESTRAINT

7.1 No form of corporal punishment shall be permitted in any of the schools in the Renfrew County District School Board.

7.2 Physical restraint of students may only be performed to protect the welfare of others or the welfare of the misbehaving students themselves. This would include extreme cases of physical aggression, self-punishment and refusal to submit to less restrictive intervention. Administrative Procedure 355 - Physical Intervention provides direction for such restraint.

8. REPORTING TO PRINCIPALS

8.1 An employee of the Board who becomes aware that a student may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal using the Safe Schools Incident Reporting Form as soon as reasonably possible. This includes any incident of bullying as well as all inappropriate and disrespectful behaviour at any time at school and at any school-related event. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

8.1.1 A student of the Board who becomes aware of such an activity shall report the matter to the supervising Board employee.

8.2 In addition to Board employees, school bus drivers and third-party service providers are also required to report to the principal, in writing, such incidents noted in 16.1. Third-party service providers include those providing before-and/or after-school programs for Full-Day Kindergarten on the school site.

- 8.3** In cases where an immediate action is required, a verbal report to the principal be made. However, a written report must still be made when it is safe to do so.
- 8.4** In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him-or herself or to others.
- 8.5** All employee reports, including those made to the principal verbally, must be confirmed in writing, using the Safe Schools Incident Reporting Form – Part I. Where the principal is the sole witness to an incident, the principal is similarly required to use the reporting form to confirm in writing what he or she witnessed. This form is to be completed in a timely manner.
- 8.6** The principal must investigate all reports submitted by board employees. Once the investigation is complete, the principal must communicate the results of the investigation to the teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility, and is an important factor in meeting student needs and fostering collaboration in the school.
- 8.7** The principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation. This information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.
- 8.8** In all cases, the principal must provide the employee who reported the incident with written acknowledgement, using the Safe Schools Incident Reporting Form – Part II. If no further action is taken by the principal, the principal is not required to retain the report. Information that could identify the student(s) involved must not be part of the acknowledgement.
- 8.9** The principal must provide a written acknowledgement of receipt of the report the employee submitting the report and must specify whether action was taken or not required.

8.9.1 Reports must be assigned a report number by the school for filing and retrieval purposes.

8.10 If the principal decides that action must be taken as a result of an incident of bullying, then the report and documentation of the action taken must be filed on the OSR(s) of the student(s) whose behaviour was inappropriate. Names of other students must be removed before being filed on the OSR. This form stays in the OSR for a minimum of one year. If no further action is taken, the report is to be destroyed.

8.11 No information is to be filed on the OSR of the student who has been harmed unless expressly requested by the parent of the victim. In situations where the student who has been harmed has also engaged in a serious student incident, information regarding that incident and the action taken will be placed in the student's OSR.

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

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

9. COMMUNICATION AND TRAINING

9.1 It is important that all members of the school community understand and the progressive discipline approach. Information must be shared with staff, students, parents and school councils by the principal. Information must be shared with SEAC by central staff.

9.2 Training relating to progressive discipline will be provided to administrators, teachers and non-teaching staff, including school support counsellors and educational assistants. Training will include ways to respond to gender-based violence, homophobia, sexual harassment and inappropriate sexual behaviour.

9.3 Training related to progressive discipline will be provided to all new teachers through the New Teacher Induction Program.

9.4 School bus drivers will be made aware of progressive discipline requirements by

principals through annual meetings with bus drivers.

10. PRINCIPAL DELEGATION OF AUTHORITY

10.1 Principals may delegate duties and authority regarding items in this procedure or any of the items under Part XIII of Education Act dealing with Behaviour, Discipline and Safety in keeping with the Education Act and with the requirements of PPM 145, December 2012. Individuals who have been delegated authority will be provided with the name and contact information of the Family Schools supervisory officer. Delegation of authority is outlined in section 300.11b of the Education Act and a form is available in the Lead Teacher manual. A delegation must be in writing and is subject to any restrictions, limitations, and conditions set out in the delegation, which, at a minimum, must be as follows:

10.1.1 Delegation to vice-principals may include any authority and duty 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.

10.1.2 The principal's authority may only be delegated to a teacher, in writing, in absence of the school administrator(s) and must respect the terms of the collective agreements. Principals must ensure that staff know when an administrator's authority has been delegated to a teacher and the teacher must be provided with contact numbers for the principal or a superintendent that they can reach as needed. Teachers may be delegated the authority to initially deal with situations involving activities that occur that must be considered for suspension and/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. A teacher may not be delegated authority regarding suspension decisions or recommendations regarding the expulsion of students. A teacher may be delegated limited authority to contact the parents of a student who has been harmed as a 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 clear on whether to call the parent or guardian the teacher should contact the principal or

supervisory officer for direction. The principal or vice-principal will follow-up with the parent as soon as possible.

- 10.2** The principal's authority may only be delegated in writing to early childhood educators (ECEs) working in board-operated extended-day programs and their supervisors, in the absence of the principal and vice-principal. The delegated authority is only exercised with respect to a student enrolled in an extended-day program in the school, and is only exercised during the time that the extended-day program is operated in the school. The delegation of authority must respect the terms of all applicable collective agreements. This delegation may be 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 ECE or supervisor must report all details of the initial investigation to the principal as soon as possible. An ECE may not be delegated authority regarding suspension decisions or recommendations regarding the expulsion of students. ECEs working in board-operated extended-day programs, and their supervisors, may be delegated limited authority to contact the parents of a student who has been harmed as a 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 the ECE or supervisor must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm. The ECE or supervisor must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity. If the ECE or supervisor is not clear on whether to call the parent or guardian the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow-up with the parent as soon as possible.

11. MONITORING AND REVIEW

- 11.1** Schools must evaluate the effectiveness of their schools policies and programs using the results of school climate surveys that should be administered annually and must be administered every two years at a minimum. Schools must use the findings of these evaluations in their school improvement planning. Items addressed in this monitoring must include, but is not limited to, gender based violence, sexual harassment, inappropriate sexual behavior and homophobia.
- 11.2** This procedure will regularly be reviewed as part of the Board's cyclical review of policies and procedures. School climate indicators being monitored through the Character Committee School Climate Surveys will be used to help determine the effectiveness of procedures, programs and practices designed to support a safe, caring and respectful learning environment. Staff, students, parents, school

councils, SEAC, and the Parent Involvement Committee will normally be consulted as part of the review process for this procedure.

Legal References:

Education Act, Part XIII, Behaviour, Discipline and Safety
Keeping Our Kids Safe at School Act, 2009
Criminal Code (Canada)
Ontario Human Rights Code
The Child and Family Services Act
Ontario Regulation 298 Operation of Schools - General
Ontario Regulation 472/07 Suspension and Expulsion of Pupils
Violence-Free Schools Policy
Inclusive Education Policies in Ontario Schools, 2009
Policy/Program Memorandum No. 119 - Equity and Inclusive Education, 2009
PPM No. 128 - The Provincial Code of Conduct and School Board Codes of Conduct
PPM No. 144 - Bullying Prevention and Intervention (December 2012)
PPM No. 145 - Progressive Discipline and Promoting Positive Student Behaviour (December 2012)

Renfrew County District School Board References:

Board Policy 13 - Appeals and Hearings Regarding Student Matters
Administrative Procedure 140 - Code of Conduct
AP 141 - Computers: Network, Internet and Electronic Devices
AP 311 - Violence Prevention and Reporting of Incidents
AP 340 - Bullying/Harassment Prevention and Intervention
AP 355 - Physical Restraint of Students
AP 358 - Student Discipline: Suspension
AP 359 - Student Discipline: Expulsion
AP 450 - Human Rights
AP 525 - Damage to School Board Property
Form F350 – Safe Schools Incident Reporting

Procedure History

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