Section 6A: Safe and Inclusive Schools

Policy 6.49.02: Progressive Discipline Policy for Students Including Suspension and Expulsion

Supporting Policies:

4.07 Employee Ethics
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Supporting Procedures:

Administrative Procedure for Expulsion and Expulsion Appeal
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Supporting Protocols and Guidelines:

Safe and Inclusive Schools - ADSB Quick Reference

Supporting Templates and Forms:

Safe Schools Incident Reporting Form
Violent Incident Report Form

Other Resources:

Bill 13 Accepting Schools Act 2012
Education Act
Ontario Regulation 472/07
Immunization of School Pupils Act
Provincial Model for a Local Police/ School Board Protocol

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1 Policy Statement

The Algoma District School Board is committed to building and sustaining a positive school climate, through a safe, inclusive, and accepting learning and teaching environment in which all students can reach their full potential.

Pursuant to the Education Act, principals are required to maintain proper order and discipline in schools. Pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.

To achieve a positive school climate for all students, the Algoma District School Board utilizes progressive discipline which includes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behavior and to build upon strategies that promote and foster positive behaviours. When inappropriate behavior occurs (including bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia), discipline measures will be applied and may include suspension and expulsion where necessary as outlined in the **Board Code of Conduct Policy (6.49).**

Staff may reference the **Safe and Inclusive Schools – ADSB Quick Reference** for possible interventions, consequences and supports.

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations as outlined in his or her Individual Education Plan (IEP). The Board and school administrators will consider mitigating factors as described in 6.1 of this policy and as required by the Education Act and the Ontario Regulation 472/07.

Schools will communicate with and provide opportunities for parents to be engaged in and support the progressive discipline approach.

2 Scope of Policy

This policy and all associated procedures only apply to suspensions and expulsions as identified under the Education Act and Ontario Regulation 472/07. Suspension orders issued by the Medical Officer of Health (MOH), as authorized under the Immunization of School Pupils Act (IPSA) are not subject to any of the conditions or limitations outlined within this policy and associated procedures. On behalf of the Medical Officer of Health, ADSB will cooperate with all immunization-related suspension directions.

3 Prevention and Awareness Raising

In order to promote a positive school climate, the Algoma District School Board will provide opportunities for all members of the school community to increase their knowledge and understanding of inclusive and equitable environments. Schools will engage their school councils and student councils to support student-led activities which promote a safe and inclusive learning environment, the acceptance of and respect for others and the creation of a positive school climate, including:

- activities or organizations that promote gender equity;
- activities or organizations that promote anti-racism;
- activities or organizations that promote the awareness and understanding of, and respect for, people with disabilities; or
- activities or organizations that promote the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, including organizations with the name gay-straight alliance or another name.

The Board and school(s) will share school climate survey results with the school's Well-Being Team and will use the results to inform prevention and intervention planning.

4 Progressive Discipline: Implementation Strategy

Progressive discipline is a whole-school approach, involving students, parents/guardians, ADSB staff, and community partners, that utilizes a continuum of prevention programs, early and ongoing interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

Progressive discipline:

a. Supports building and sustaining a positive school climate that is safe, inclusive and accepting for all students to support their education so that all students reach their full potential.

b. Provides a framework for addressing all forms of inappropriate actions and behaviours, including Safe Schools Incidents and other serious student incidents.

c. Requires ADSB staff to maintain ongoing and open dialogue with parents/guardians.

d. Requires all members of the school community to develop and maintain respectful and caring relationships between and amongst all adults and students.

e. Requires explicit modelling and teaching of healthy relationships and the skills required to create them, as well as intentionally restoring and repairing relationships when harm has occurred.

f. Includes a continuum of prevention strategies, interventions, supports and consequences that is both corrective, educational, supportive, and restorative rather than punitive.

g. Must always be developmentally and socio-emotionally appropriate.

h. Reinforces positive behaviours while supporting students to learn from their mistakes and make better choices.

5 Prevention through Promoting and Supporting Positive Student Behaviour

In order to promote a positive school climate, the Algoma District School Board will provide opportunities for all members of the school community to increase their knowledge and understanding of inclusive and equitable environments.

Within the progressive discipline continuum, the focus is on early prevention and early intervention strategies, to support and maintain a positive school climate that:

a. Prioritizes relationships, safety, connection, regulation, and identity-affirming well-being to create safe and inclusive environments, in support of student achievement.

b. Strives to affirm all identities and provides ADSB staff with equity and inclusion training and resources, to create a more culturally responsive and bias-aware system.

c. Empowers staff, when safe to do so, to address and respond to any student behaviour that may negatively impact another person’s sense of safety and belonging in a manner that is timely, trauma-sensitive, culturally inclusive, and bias-aware.

d. Provides educators with curriculum-aligned resources that contain strategies that support the development of healthy relationship skills, including but not limited to, social-emotional learning, consent, boundaries, and digital citizenship.

e. Supports and encourages student-led activities and affinity groups that promote safe and inclusive learning environments and acceptance of and respect for others, as per subsection 303.1 (1) of the Education Act.

    - These may include, but are not limited to, groups and activities that promote gender equity; anti-racism; the awareness and understanding of, and respect for, people with disabilities; or awareness and understanding of, and respect for, people of all sexual orientations and gender identities.

    - All names of activities and groups must be consistent with the promotion of a positive school climate that is safe, inclusive, and accepting of all students.

f. Provides learning opportunities for all members of the school community to understand expectations, through the use of the ADSB and School Code of Conduct, as well as more localized means such as the co-creation of staff and classroom agreements.

g. Invites collaboration from caregivers and community partners in the creation and review of the school priorities to support Safe and Inclusive Schools.

h. Actively engages and collaborates with community-based service providers to increase ADSB's capacity to respond to the need of students and families.

i. Provides learning opportunities for all members of the school community to increase their knowledge and understanding of how to proactively create safe, inclusive and accepting schools. Topics may include, but are not limited to bullying, explicit and implicit bias, discrimination and cyber-safety.

The Board and school(s) will share Board and school-specific (where available) results of the ADSB Well-Being Survey with the school's Well-Being Team who will use the results to inform prevention and intervention planning.

6 Understanding Progressive Discipline as a Continuum

When considering the most appropriate response to address inappropriate behaviour the following will be taken into consideration:

a. The particular student, circumstances and their intersecting identities,

b. The nature and severity of the behaviour, and

c. The impact on the school climate, including the impact on other students and individuals in the school community.

ADSB utilizes a variety of evidence-based, trauma-sensitive, and culturally responsive strategies, supports and resources in order to address inappropriate behaviours. These may include, but are not limited to the following:

a. Co-regulation and de-escalation strategies.

b. Ongoing communication between school and families.

c. Conversations, reflection and reminders to review expectations and problem solve with students so they can identify alternative behavioural choices.

d. Restorative approaches to repair harm and restore relationships.

e. Explicitly teaching skill development related to areas such as communication, identification and management of emotions, healthy relationships, conflict resolution, and more.

f. The development, implementation and revision of Safety and/or Behaviour Management Plans.

g. Volunteering to support the school or broader community.

h. Physically repairing damaged materials when appropriate and possible.

i. Connecting a student with school-based supports such as counselling and mental health supports, with parental/guardian consent, as required.

j. Connecting families with outside referrals to community-based service providers.

k. Depending on the severity of the behaviour, suspensions and/or expulsions may be considered for serious student incidents as outlined in the Education Act.

7 Responding to Incidents

Algoma District School Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, early childhood educators, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07.

8 Reporting to Principals

Section 300.2 of Part XIII of the Education Act states that an employee of the Board who becomes aware that a student at a school of the Board may have engaged in an activity for which suspension or expulsion must be considered, including sexual assault, shall report the matter to the principal as soon as reasonably possible.

All employee reports made to the principal must be confirmed in writing using the Algoma District School Board Incident Reporting Form. The principal will acknowledge receipt of this report on the Algoma District School Board Incident Reporting Form.

All paid and unpaid personnel who work with students must also report such incidents in writing to the principal of the school.

The principal shall investigate any matter reported and communicate the results of the investigation to, the teacher if the matter was reported by a teacher, or if the matter was reported by an employee who is not a teacher, that employee unless, in the principal's opinion, it would not be appropriate to do so.

If the principal has decided that action must be taken as a result of a serious incident:

- the principal will file a copy of the reporting form with documentation indicating the action taken in the Ontario Student Record (OSR) of the student(s) whose behaviour was inappropriate;
- the names of all other students that appear on the form, both students who have engaged in the activity and students who have been harmed, must be removed from the form before it is filed;
- in the case of the student who has been harmed, no information about the incident must be placed in the OSR, unless:
    - that student's parents expressly request that it be placed in the OSR; or
    - the student has also engaged in a serious student incident;
- the form and documentation must be kept in the OSR for a minimum of one year.
- three years if the student was suspended for a violent incident;
- five years, if the student was expelled for the violent incident.

A copy of the Violent Incident Form must also be shared with the Superintendent of Well-Being.

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

9 Reporting to Police and Violent Incidents

If the principal determines that a student's actions require a report to the police as per paragraph 9.1 or 9.2, the principal must communicate the student's intersecting identities, accommodations, and exceptionalities prior to the police interacting with the student.

9.1 Where the Student is 12 years of age or older, the following incidents (see Appendix G for relevant definitions) must be reported to police, as per the Provincial Model for a Local Police / School Board Protocol [2026]:

- All deaths;
- Physical assault causing bodily harm requiring immediate medical treatment by a medical practitioner (e.g. licensed medical doctor or nurse practitioner, requires response from paramedics, registered nurse in rural areas where doctor or nurse practitioner not available);
- Assault with a weapon
- Sexual violence including sexual assault;
- Robbery;
- Criminal harassment;
- Intimate partner violence;
- Human trafficking;
- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or threaten bodily harm to another person;
- Trafficking in weapons or in illegal drugs;
- Possessing an illegal drug;
- Hate crimes;
- Gang-related occurrences;
- Extortion;
- Non-consensual sharing of intimate images;
- Bomb threats;
- Giving alcohol or cannabis to a minor;
- Being under the influence of cannabis (unless a student is a medical cannabis user), illegal drugs or alcohol;
- Threats of bodily harm, including threats made on social networking sites or through instant messaging, text messaging, email and so on;
- Incidents of vandalism; and
- Incidents of trespassing.

Police notification or the threat of police notification must not be used as a part of, or a substitute for, progressive discipline.

9.2 Safe Schools Violent Incident Reports

Under Safe Schools (PPM120), a violent incident is defined as the occurrence of any one or combination of the following:

- Possessing a weapon, including possessing a firearm;
- Physical assault causing bodily harm requiring medical attention;
- Sexual assault;
- Robbery *[the use of violence or threats of violence to steal money or other property from a victim*];
- Using a weapon to cause or to threaten bodily harm to another person;
- Extortion and
- Hate and/or Bias-motivated occurrences.

Under section 11 of this policy, these are activities where a student shall be suspended pending an investigation for possible expulsion subject to mitigating and other factors; if they occurred while at school, at a schoolboard-related activity, when using Board authorized transportation, in a virtual environment , or in any other circumstance where engaging in the activity will have an impact on school climate.

Under the local Police Model for a Local Police / School Board Protocol [2026], police must be notified when these incidents occur.

If by this definition the principal has identified the incident as violent, and the incident occurred on school property during a school-related activity, a Violent Incident Report (Safe Schools) must be completed by the principal in Edsembli, and reported by the Superintendent to the Ministry of Education as required through OnSIS.

The staff reporting form and Violent Incident Report must be retained in that student's OSR for:

- one year, if the student's suspension was overturned 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 a violent incident;
- five years, if the student was expelled for the violent incident.

The principal will notify the Superintendent with responsibility for Safe and Accepting Schools whenever a Violent Incident Report (Safe Schools) is completed.

10 Investigating Serious Student Incidents

All investigations will be conducted in a trauma-sensitive, bias-aware, and restorative approach.

Principals will conduct investigations in a manner that is trauma-sensitive, which includes:

- Asking participants if they would prefer to have a support person or advocate with them.
- Considerations for breaks, space and flexibility of movement, in support of regulation.
- Understanding how trauma may affect someone's experience and recollection of an incident.

Principals will acknowledge and recognize that everyone, including themselves, holds explicit and implicit biases, regardless of intention. Principals will actively work to identify explicit and implicit biases throughout the investigation and take steps to mitigate their impact on decision-making.

Principals will conduct their investigation using a restorative approach, with the intention to build, maintain and repair relationships between everyone involved. This approach is in alignment with Progressive Discipline in that it shifts the focus to one that is both corrective and supportive rather than solely punitive.

In the event of a parallel police investigation, the Principal will consult with the Provincial Model for a Local Police / School Board Protocol [2026] before proceeding.

11 Mitigating and Other Factors

When considering discipline, including suspension or expulsion, a principal must take into account any mitigating or other factors prescribed by any other legislation.

11.a.1 Mitigating Factors:

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

11.a.2 Other Factors:

1. The student's history;
2. Whether a progressive discipline approach has been used with the student;
3. Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
4. How the suspension or expulsion would affect the student's ongoing education;
5. The age of the student;
6. In the case of a student for whom an individual education plan (IEP) has been developed:
    a. whether the behaviour was a manifestation of a disability identified in the pupil's IEP;
    b. whether appropriate individualized accommodation has been provided; and
    c. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct;
7. Where the student has a Safety and/or Behaviour Management Plan, whether the plan was followed.
8. Such other matters as the Principal considers appropriate.

Progressive discipline is not necessarily a linear or cumulative process.

- Where a student has a history of discipline or behavioural interventions, the determination of consequences (e.g. length of a suspension) through progressive discipline must not be based solely on past incidents. While an increase in the degree or length of consequence may be appropriate, consideration must first be given to the mitigating and other factors related to the current incident, length of time since the previous incident(s), and any student progress in response to supports and interventions.
- Where a student has no history of discipline or behaviour intervention, or no relevant history, a single act, incident or infraction considered by the principal to be a serious violation of the expectations of student behaviour and/or a serious breach of the Provincial and/or Board Code of Conduct may result in an immediate higher degree of consequence (e.g. length of suspension, recommendation for expulsion).

12 Suspension

The Algoma District School Board shall deal with suspension of pupils in accordance with the Education Act, as amended by the Safe Schools Act, 2007, and the Regulations and this policy and the procedures supporting the policy.

12.1 Circumstances in Which a Pupil May be Suspended

A principal shall consider whether to suspend a student (in grade 4 to grade 12) if the principal believes that the student has engaged in any of the following activities while at school, at a school-related activity, when using school Board authorized transportation, or in any other circumstances where engaging in the activity will have an impact on school climate:

1. uttering a threat to inflict serious bodily harm on another person;
2. possessing alcohol, illegal drugs (including prescription drugs which are not prescribed for the student) or, unless the pupil is a medical cannabis user, cannabis;
3. being under the influence of alcohol, illegal drugs (including prescription drugs for which the student has no prescription) or, unless the pupil is a medical cannabis user, cannabis;
4. swearing at a teacher or at another person in a position of authority;
5. committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. bullying;
7. use of tobacco[1], e-cigarettes, or vaping products on school property or at school-related activities.

   [1]*In accordance with the Smoke-Free Ontario Act, a member of the Indigenous community may carry or use tobacco for traditional cultural purposes.*
8. conduct contrary to the Provincial and/or Board Code of Conduct, including behaviour that undermines a safe, inclusive, and respectful learning environment.

A pupil in junior kindergarten to grade 3 shall not be suspended under section 306 of the Education Act for engaging in the activities outlined above as described in subsection 306 (1) of the Act. However, these behaviours are still unacceptable in schools and must be

reported to the principal. If a student in junior kindergarten to grade 3 has engaged in any of the activities listed above, the principal must consider what positive behaviour supports could be provided to the student (refer to support document **Safe and Accepting Schools – ADSB Quick Reference**.

13 Suspension to Possible Expulsion

It is the policy of the Algoma District School Board to deal with suspensions leading to possible expulsions of pupils in accordance with the Education Act, as amended by the Safe School Act, 2007, and the regulations.

13.1 Circumstances in Which a Pupil Shall Be Suspended Pending an Investigation Leading to a Possible Expulsion

The Education Act, stipulates that a pupil shall be suspended pending an investigation for possible expulsion, subject to the mitigating factors, if the pupil commits any of the following infractions while at school, at a school-related activity, when using school Board authorized transportation, or in any other circumstances where engaging in the activity will have an impact on 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 illegal drugs (including prescription drugs for which at least one of the participants in the transaction does not have a prescription);
6. committing robbery;
7. giving alcohol, cannabis or drugs to a minor;
8. for a pupil in junior kindergarten to grade 3, bullying, if the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
9. for a pupil in grade 4 to grade 12, bullying, if
    i. The pupil has previously been suspended for engaging in bullying, and
    ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
10. 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.
11. any other activities 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 to the Board that the pupil be expelled;

    A pupil shall be suspended pending an investigation for possible expulsion, subject to the mitigating factors, if the pupil commits any of the following infractions while at school, at a school-related activity, when using school Board authorized transportation, or in any other circumstances where engaging in the activity will have an impact on school climate;

12. engaging in a persistent, escalating, and resistant pattern of behaviour resulting in the pupil's continued presence being injurious to the school environment;
13. engaging in any act considered by the principal to be a serious violation of the Provincial and/or Board Code of Conduct.

A pupil in junior kindergarten to grade 3, who engages in the activities outlined above as described in subsection 310 (1) of the Education Act will be subject to mandatory suspension, pending the results of an investigation.

14 Discipline Committee

The Board authorizes the creation of a Discipline Committee of three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion.

The Discipline Committee shall have the powers as set out in the Education Act and any other powers to implement any appropriate order.

15 Appeal of Suspension

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the Board's **Suspension Appeal Procedures**.

16 Appeal of Expulsion

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed themselves from parental control, disagrees with the decision of the Discipline Committee to expel the pupil, that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal to The Child and Family Services Review Board, the Discipline Committee's decision to expel the pupil, in accordance with the Education Act.

17 Exclusion Provision

In Part X of the Education Act, clause 265(1)(m) permits a principal to "refuse to admit" to the school or to a class someone whose presence in the school would be "detrimental to the physical or mental well-being of the pupils." This provision is frequently referred to as the "exclusion provision." Exclusion is not to be used as a form of discipline. If a principal does decide that it is necessary to exclude a student from the school, they will consult with the school superintendent and notify the student's parents/guardians of the exclusion as soon as possible in the circumstances, and to inform them of their right to appeal under clause 265(1)(m).

18 Supports for Students

All employees of the Board must take seriously all allegations of inappropriate behavior and act in a timely, sensitive, and supportive manner. Board employees who work directly with students are expected to provide programs, interventions and other supports to all students who are affected by serious student incidents and student behaviour, including those who disclose or report such incidents and those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success. The programs, interventions and other supports may be provided by employees of the Board, through Board programs and resource personnel or through

community-based service providers, including social workers, psychologists or other professionals who have training in similar fields, as determined by the Board.

Legislative amendments specify when principals are required to notify the parents of victims of serious student incidents and when principals are not permitted to notify the parents. In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must continue to call a Children's Aid Society according to the requirements of the Child and Family Services Act.

When responding to students who are victims of serious student incidents, the principal is responsible for developing a plan to protect the victim. Parents not be satisfied with the approach of the school may notify the superintendent to discuss the situation further. The Algoma Model section of the Algoma District School Board website outlines the resources available in the community that may be accessed by schools for guiding students and parents/guardians to non-academic supports.

19 Building Partnerships

Relationships that engage the whole school community and its partners promote a positive school environment and support the progressive discipline continuum.

To facilitate the building of community partnerships, the Algoma District School Board has worked with agencies and organizations that have professional expertise to provide appropriate support to students, parents, and teachers in addressing issues.

20 Training Strategy for Administrators, Teachers, and Non-teaching Staff

As appropriate, the Board will provide training on the Board's progressive discipline policy for all administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants).

Training includes:

- opportunities for all pupils, their parents and guardians, and all teachers and other staff members in a school to increase their understanding and awareness of inappropriate pupil behaviour;
- opportunities for all teachers and other staff members in a school to increase their ability to respond to inappropriate pupil behaviour;
- training for all teachers and other staff;
- procedures for responding appropriately and in a timely manner to inappropriate behaviour;
- resources to support pupils who are impacted by inappropriate behaviour;
- resources to support pupils who have engaged in inappropriate behaviour;
- a process that parents or guardians of pupils can follow if they have concerns about the support provided to their child.

The Board will also provide awareness of the Board's policy on progressive discipline – for example, parents, volunteers, community agencies, and school bus operators and drivers.

The training will address the fact that building a supportive learning environment through appropriate interactions between all members of the school community is the responsibility of all staff.

Ongoing training for teachers, administrators, and non-teaching staff will occur through such opportunities as new-teacher induction programs and e-learning to create and sustain a safe teaching and learning environment.

21 Communications Strategy

The progressive discipline approach is outlined in Board and school policy and will be communicated to the school community through such means as: student agendas, websites, school council, newsletters, assemblies, etc.

22 Monitoring and Review

The Algoma District School Board and individual schools will use the results from the ADSB Well-Being Survey to evaluate and monitor the implementation of its Safe Schools Policies and Programs. ADSB Well-Being survey will be undertaken every two years.

The Algoma District School Board requires all schools to have a school-wide progressive discipline plan which is consistent with Board policy and procedure.

23 Delegation of Authority Regarding Discipline

Changes to the Education Act provide a principal with the authority to delegate powers, duties, or functions under Part XIII – “Behaviour, Discipline and Safety”.

a. *Vice-Principals*

Delegation by the principal to the vice-principal includes 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. Vice-principals may be delegated the authority to suspend a student for less than six school days.

b. *Teachers*

- 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.