



PROCEDURE

HR119

Progressive Discipline

Board Received: May 25, 2020 Review Date: June 2024

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Inappropriate staff behaviour is corrected

Procedures

The Grand Erie District School Board recognizes that its employees carry out their responsibilities in a co-operative and professional manner. However, there may be occasions when an employee's behaviour is inappropriate. When necessary, this progressive discipline procedure can assist principals/supervisors to respond effectively and consistently to assist the employee to correct the behaviour.

1. Definition

Progressive discipline is a series of increasingly serious steps, ranging from a verbal warning up to, and including, termination of employment that a principal/supervisor may impose as a consequence of and in order to correct, unacceptable behaviour or conduct.

2. Letter to Counsel an Employee and/or to Clarify Expectations

This option is **not** considered part of the discipline process but is available to principals/supervisors to clarify expectations in order to correct some behaviour or activity. In the case of a relatively minor infraction (i.e. infrequent lateness, incident of poor judgement), this option can be utilized prior to initiating progressive discipline, in order to attempt to correct inappropriate behaviour. The principal/supervisor is required to meet with the employee in order to discuss the concerns, to outline expectations for appropriate behaviour and to give the employee an opportunity to respond. Since this discussion is non-disciplinary in nature, there is no requirement to provide 24 hours' notice of the meeting. The meeting may take place as required. The employee is to be advised that they are welcome to have union representation at this meeting, if they wish. The discussion at the meeting is later confirmed in writing and the letter is then placed in the employee's personnel file in Human Resources Services. All letters must be approved by the Superintendent of Education (Human Resources), or designate, prior to release to the employee. A sample letter follows on the next page. Note that the type of employee conduct that initiated a letter to counsel and/or to clarify expectations may warrant administering discipline in the future.

(on School Letterhead)

Sample Letter to Counsel an Employee and/or Clarify Expectations
(Non-disciplinary)

Date

Name
School/Address

Dear Name:

This letter confirms information discussed in our meeting held on <date>, regarding the fact that you have been late on two recent occasions. In addition to you and me, your Federation representative, <name>, and <vp name>, vice-principal of the school, were in attendance.

The meeting was held to discuss the fact that you were late arriving at school on two occasions last week — May 14 and May 17, 20__.

In accordance with the Board's Procedure HR103 – Duties and Expectations of Teachers and *Education Act* Regulation 298, Section 20(d), you are required to have your classroom ready for the reception of pupils at least fifteen minutes before the commencement of classes in the morning.

In our meeting, you indicated that you were prepared to ensure that you arrived on time in the future.

This letter clarifying expectations is non-disciplinary in nature and will be placed in your personnel file in Human Resources Services.

Yours truly,

<name>
Principal

cc Human Resources File

3. Evaluation vs Discipline

Most often, an important distinction can be made between cases of evaluation (competency) and discipline (behaviour - usually referring to specific incidents where rules and commonly understood expectations of the Board are not followed).

Administrators, managers and supervisors are responsible for evaluating the performance of their staff. Performance appraisals speak to the issues of competency and capability. The recourse available for performance-related matters is as outlined in the Board's performance appraisal documents for staff. However, principals/supervisors should contact their Superintendent and, in consultation with the Superintendent of Education (Human Resources), or designate, may exercise discretion, in some circumstances, to discipline employees for performance-related concerns using this Procedure.

If there has been a breach of rules or a pattern of inappropriate behaviour or an inappropriate incident, the proper course of action is 'progressive discipline', or dismissal in serious cases of misconduct. Refer to the Ministry of Education Policy and Program Memorandum No. 128 (Appendix A) and the Ontario College of Teachers Standards of Practice and Ethical Standards (www.oct.ca). Examples of such conduct may include, but are not limited to: neglect of duty, missing timelines, non-compliance with Acts and/or Regulations, insubordination, safety violations, unprofessional behaviour/actions to others, etc. Any disciplinary action taken will be in accordance with the provisions of the applicable collective agreement. Principals/supervisors must be able to demonstrate 'just cause' in imposing discipline.

4. Purpose

Progressive discipline is an important management responsibility. It is a serious action and one which has a direct impact on staff morale and the workplace. Discipline (except for dismissal) is designed to allow employees to correct, improve or change their conduct before serious discipline or termination is required. Ideally it will result in an employee fulfilling expected job duties. In some situations, when inappropriate behaviour is corrected quickly and fairly, it often serves to deter others from similar behaviour. By clearly communicating expectations, the Board can accomplish its objective of maintaining consistent behaviour and an effective workforce across the school system.

5. Additional Information

It is essential to treat the employee with respect and dignity when conducting progressive discipline. The following actions are expected when working with an employee who has exhibited inappropriate behaviour that requires discipline:

- a. the employee is informed of the issues/concerns in a confidential manner
- b. clarification is provided regarding expectations
- c. guidelines, examples and/or corrective plans are provided
- d. employee is reminded of their right to have union representation
- e. 24 hours notice of meetings is provided
- f. relevant documentation is put in the employee's personnel file

Progressive discipline ensures that there is a record of the discipline process that may ultimately support a dismissal for just cause, if necessary. There are only a few situations in employment law that may constitute just cause for dismissal without the accompanying need for progressive discipline. These situations are very fact specific. In all cases, the appropriate Superintendent and the Superintendent of Education (Human Resources), or designate, must be informed immediately.

As agents of the Board, principals/supervisors are required to respond appropriately to unacceptable behaviour in a timely and consistent manner.

6. **Conducting an Investigation**

Whenever allegations of inappropriate behaviour arise, including issues of criminal conduct, principals/supervisors have an obligation to carry out a complete investigation before considering any disciplinary action. Principals/supervisors should proceed as follows:

- a. Act on the allegation and investigate in a timely fashion.
- b. Refer to Appendix B for guidelines to be used when conducting an investigation - interviewing witnesses, preparing for the interview, conducting the interview, taking notes and reaching a conclusion.
- c. Consult with the appropriate Superintendent and the Superintendent of Education (Human Resources), or designate, prior to conducting the investigation and prior to making any decision as to the outcome of the investigation.
- d. If the Children's Aid Society and/or Police is involved, it is essential that the investigation, consultation and coordination of the investigation occur in collaboration with the appropriate Superintendent to ensure that appropriate protocols are followed.

There may be circumstances which require the re-assignment of the employee during the investigation process. Such re-assignment pending the investigation is not disciplinary in nature. This should only be done through the support of the appropriate Superintendent and the Superintendent of Education (Human Resources) or designate.

7. **Factors to Consider**

The following factors are to be considered when determining the action to be taken:

- a. Was the occurrence an isolated incident?
- b. Is this a first time as opposed to a repeated occurrence?
- c. Was the employee's action provoked?
- d. Was the employee aware of the standard or rule that was broken?
- e. Were students and/or other staff affected?
- f. Was student and/or staff safety compromised?
- g. Does the employee have documented health problems that may have affected the behaviour?
- h. Is the employee's past record good?
- i. Did the employee apologize or otherwise express regret?
- j. Are there any compassionate grounds, such as family problems?
- k. Were drugs/alcohol involved?
- l. Has management imposed progressive discipline in the past?
- m. Did management obtain the employee's explanation?
- n. Did management follow discipline provisions contained in the collective agreement?
- o. What is the employee's length of service?
- p. Does the employee have rehabilitative potential?

When the record of the employee is being used to justify the more severe steps of progressive discipline, there must be material contained in the employee's personnel file in Human Resources, such as written reprimands and/or notices of prior disciplinary action. The employee must be aware of the information on file and must have been informed of the disciplinary action. Offences for which no discipline was imposed cannot be used for this purpose.

8. Steps of Progressive Discipline

Although each case must be assessed individually to determine the frequency, severity and/or nature of the issue/concern and the stage at which the discipline will be initiated, the required steps of progressive discipline are described below. Where a beginning point or next step is in question, the principal/supervisor, their Superintendent and the Superintendent of Education (Human Resources), or designate, in collaboration, will determine direction. Nothing in this document precludes a principal/supervisor from informal verbal reminders as part of daily supervision duties. Refer to Appendix C for a flowchart of the progressive discipline process.

a. Verbal Warning

In the case of a relatively minor infraction, employees should be given a verbal warning. This discussion occurs between the principal/supervisor and the employee as soon as possible after the infraction and subsequent investigation have occurred. The principal/supervisor should proceed as follows:

- i. Provide the employee with the opportunity to have union representation and provide 24 hours notice of any meeting that may involve possible disciplinary action.
- ii. Provide the employee with a brief outline of the nature of the meeting (i.e. to discuss a parental complaint). It is strongly recommended however, the principal/supervisor does not engage in a discussion regarding the content of the meeting itself.
- iii. The principal/supervisor must have another administrator, Superintendent or Human Resources personnel accompany them to the meeting.
- iv. The meeting serves as a basis for discussion, clarification and validation of the concerns and/or expectations. Because new information may be presented at the meeting, it is important that a verbal warning not be given until the conclusion of the meeting, if necessary, and that the letter (written confirmation in writing) not be drafted until after the meeting has occurred. At the conclusion of the meeting, if the principal/supervisor is considering disciplinary action, the employee must be informed of this and that written confirmation will be forthcoming.
- v. At the meeting, the principal/supervisor must be very clear regarding the nature of the concern, why the behaviour is a concern, what the expectations are with regard to behaviour and issue the discipline in the form of a verbal warning.
- vi. All notes taken during the meeting must be stored in a secure location only accessible by the principal/supervisor.
- vii. The principal/supervisor must consult with their Superintendent, as well as the Superintendent of Education (Human Resources), or designate, in order that consistency can be maintained.
- viii. If a verbal warning is given at the conclusion of the meeting, or further disciplinary action is to be taken, the principal/supervisor must prepare the letter immediately following the meeting using the sample letter format on the following page. Drafts of all completed letters must be approved by the Superintendent of Education (Human Resources), or designate, prior to release to the employee.
- ix. After the meeting, and once all the facts are known, a letter is prepared using the following format. A sample letter is on the following page.

Introduction

- confirmation of the meeting date/time and who attended
- identification of the event or behaviour (i.e. date/time/place)

Body of Letter

- the nature/seriousness of the concern
- why the behaviour is a concern
- reference to any related prior recorded disciplinary action
- what the expectations are with regard to behaviour (quote related Acts, Regulations, etc.)

Conclusion

- that this behaviour warrants discipline in the form of a verbal warning
- warning that “future incidents of this nature may lead to further discipline, up to and including dismissal” Copy the letter to the “Human Resources File” and send a photocopy of the letter, on letterhead, signed by the principal/supervisor, to Human Resources for filing in the employee’s personnel file.

Depending on the nature of the infraction, an employee may receive more than one verbal warning for the same type of behaviour. This determination is made in consultation with the appropriate Superintendent and the Superintendent of Education (Human Resources) or designate.

(print on letterhead)

SAMPLE LETTER OF DISCIPLINE

(confirmation of verbal warning)

Date

<Name>

<School/Address>

Dear <Name>:

This letter confirms information we discussed in our meeting held on <date>, regarding your late arrival to work. This discussion occurred in the presence of your Federation representative, <name>, and <vp name>, vice-principal of the school.

The meeting was held to discuss your late arrival to school on February 6. This was after we had met and discussed your late arrival on two previous occasions in October and December, 20__ when your students were unsupervised awaiting your arrival. Your continued lateness is unacceptable and this behaviour must be corrected.

As I have indicated to you, your late arrival does not allow for you to receive your students in a professional and appropriate manner. In accordance with the Board's Procedure HR103 – Duties and Expectations of Teachers *Education Act* Regulation 298, Section 20(d), you are required to have your classroom ready for the reception of pupils at least fifteen minutes before the commencement of classes in the morning.

This behaviour is of concern and serious enough to warrant discipline. This letter is confirmation of a verbal warning given to you in the meeting and will be placed in your personnel file in Human Resources Services. Future incidents of this nature may lead to further discipline, up to and including dismissal.

Yours truly,

<name>

Principal

cc Human Resources File

b. Written Warning

If the behaviour does not improve, or if an employee commits another, or more serious infraction, the principal/supervisor must meet with the employee and issue a formal written warning. The principal/ supervisor should proceed as follows:

- i. Contact their Superintendent, as well as the Superintendent of Education (Human Resources), or designate, prior to the meeting, in order that consistency can be maintained.
- ii. Provide the employee with the opportunity to have union representation and provide 24 hours notice of any meeting that may involve possible disciplinary action.
- iii. Provide the employee with a brief outline of the nature of the meeting (i.e. to discuss a parental complaint). It is strongly recommended however, the principal/supervisor does not engage in a discussion regarding the content of the meeting itself.
- iv. The principal/supervisor must have another administrator, Superintendent or Human Resources personnel accompany them to the meeting.
- v. The meeting serves as a basis for discussion, clarification and validation of the concerns and/or expectations. Because new information may be presented at the meeting, it is important that the disciplinary letter not be drafted until after the meeting has occurred. At the conclusion of the meeting, if the principal/supervisor is considering disciplinary action, the employee must be informed of this and that a letter of confirmation will be forthcoming.
- vi. At the meeting, the principal/supervisor must be very clear regarding:
 - the nature and seriousness of the concern
 - reference to the date(s) on which previous discussion(s) occurred regarding the same behaviour and that adequate improvement has not occurred
 - why the behaviour is a concern
 - what the expectations are with regard to behaviour
 - improvement is required, and the time frame involved
 - further disciplinary action will be taken if improvement does not occur
- vii. Notes taken during the meeting must be stored in a secure location and only accessible by the principal/supervisor.
- viii. Following the meeting, the principal/supervisor must involve their Superintendent, as well as the Superintendent of Education (Human Resources), or designate, in order that consistency can be maintained.
- ix. If a disciplinary warning is given at the conclusion of the meeting, or further disciplinary action is to be taken, the principal/supervisor must prepare the letter immediately following the meeting using the sample letter format on the following page as a guide. Drafts of all completed letters must be provided to the Superintendent of Education (Human Resources), or designate, prior to release to the employee.
- x. After the meeting, and once all the facts are known, a letter is prepared using the following format. A sample letter is on the following page.

Introduction

- confirmation of the meeting date/time and who attended
- identification of the event or behaviour (i.e. date/time/place)

Body of Letter

- the nature/seriousness of the concern
- why the behaviour is a concern
- reference to any related prior recorded disciplinary action
- what the expectations are with regard to behaviour (quote related Acts, Regulations, etc.)

Conclusion

- that this behaviour warrants discipline in the form of a written warning
- warning that “future incidents of this nature may lead to further discipline, up to and including dismissal” Copy the letter to the “Human Resources File” and send a photocopy of the letter, on letterhead, signed by the principal/supervisor, to Human Resources for filing in the employee’s personnel file.

Depending on the nature of the infraction, an employee may receive more than one written warning for the same type of behaviour. This determination is made in consultation with the appropriate Superintendent and the Superintendent of Education (Human Resources) or designate.

(print on letterhead)

SAMPLE LETTER OF DISCIPLINE

(written warning)

Date

<Name>

<School/Address>

Dear <Name>:

This letter confirms information we discussed in our meeting held on <date>, regarding your continual lateness. This discussion occurred in the presence of your Federation representative, <name>, and <vp name>, vice-principal of the school.

The meeting was held to discuss your late arrival to school last week on March 28. As you will recall, at a meeting a month earlier, on February 6, you were disciplined and informed that your continual lateness was unacceptable and that continuation of such behaviour would result in further disciplinary action. Despite this prior recorded verbal warning, you have continued to report to work late.

As I have indicated to you, your late arrival does not allow for you to receive your students in a professional and appropriate manner. In accordance with the Board's Procedure HR103 – Duties and Expectations of Teachers and *Education Act* Regulation 298, Section 20(d), you are required to have your classroom ready for the reception of pupils at least fifteen minutes before the commencement of classes in the morning.

Since you have not changed your behaviour, this letter will serve as a formal written warning that will be placed in your personnel file in Human Resources Services. Future incidents of this nature may lead to further discipline, up to and including dismissal.

Yours truly,

<name>

Principal

cc Human Resources File

c. **Suspension**

With the exception of significant inappropriate behaviour infractions, suspensions are normally only given after the verbal and written warnings have failed to produce the necessary change in behaviour within a reasonable period of time. The suspension is to be without pay. If a principal/supervisor recommends suspension of an employee, they must contact their Superintendent and the Superintendent of Education (Human Resources), or designate, prior to proceeding.

The principal/supervisor should proceed as follows:

- i. A meeting with the employee would occur in accordance with Procedure 8b)i-vii.
- ii. Consult with the Superintendent of Education (Human Resources), or designate, regarding the preparation of a letter confirming the suspension of an employee.
- iii. Prepare the letter as soon as possible following the meeting.
- iv. The letter must include:
 - confirmation of the meeting date/time and who attended
 - identification of the event or behaviour (i.e. date/time/place)
 - reference to all related prior recorded disciplinary action
 - that this behaviour warrants discipline in the form of a suspension
 - date(s) of the suspension; date of return to work
 - conditions of return to work, if any
 - warning that “future incidents of this nature may lead to further discipline, up to and including dismissal”

Copy the letter to “Human Resources File” and send a photocopy of the letter, on letterhead, signed by the principal/supervisor, to Human Resources for filing in the employee’s personnel file.

Drafts of all letters must be approved by the Superintendent of Education (Human Resources), or designate, prior to release to the employee.

Depending on the nature of the infraction, an employee may receive more than one suspension for the same type of behaviour. This determination is made in consultation with their Superintendent and the Superintendent of Education (Human Resources) or designate.

Return to Work from Suspension

When a suspended employee returns to work, the principal/supervisor will continue to supervise the employee’s behaviour and record concerns and achievements. By paying close attention, and with consistent communication, it is necessary to determine if the employee is meeting the outlined expectations or whether further corrective action will be necessary.

- i. If further problems do arise, the principal/supervisor will:
 - immediately discuss them with the employee and document them properly
 - make suggestions regarding improvements
 - show this documentation to the employee (with the union representative present) to demonstrate the nature of the difficulties as well as the continuing concerns.
- ii. It is recommended that the principal/supervisor work with the employee to develop a Behavioural Improvement Plan, where appropriate, with clear expectations for behavioural change and a realistic timeline. Refer to Appendix D for a template to assist with the creation of a Plan.
- iii. A Behavioural Improvement Plan should include:
 - an opportunity for employee input and consultation
 - an outline of the behavioural expectations

- available resources
- clear timelines and rationale
- schedule of specific date(s) for follow-up meeting(s)
- statement that if further issues arise before that date, the situation will be reviewed, and necessary steps taken at that time
- signature of the employee receiving the plan
- the plan will be retained in the employee's personnel file

d. Final Written Warning

This step must be conducted in partnership and with the direction of the appropriate Superintendent and the Superintendent of Education (Human Resources) or designate.

This final written warning reiterates the steps which have been taken to assist the employee and what they must achieve in order to avoid further discipline. The employee should be advised that failure to achieve these requirements will result in their immediate dismissal for cause. The letter is delivered to the employee by the principal/supervisor

e. Termination

If the progressive discipline process has not been successful in correcting the behaviour of an employee, the principal/supervisor may recommend to their Superintendent that the employee be terminated. In turn, the Superintendent shall inform the Superintendent of Education (Human Resources), or designate, of this recommendation immediately.

The termination of an employee must be considered very carefully. If the termination is with cause, a review must occur to ensure that all the necessary steps were taken and that the employee was given time to improve. Legal counsel may be consulted to assist with this review. It is important that the process reflects that:

- i. the employee knew what was expected
- ii. the employee was informed verbally and in writing of the concerns/issues
- iii. specific examples, guidelines and corrective plans were provided to assist the employee
- iv. the employee did not sufficiently remedy the problem(s)
- v. the employee received a final warning that their employment was at risk
- vi. the employee ignored or continued to fail to meet job requirements
- vii. the termination is justified

Ministry of Education
Policy and Program Memorandum No. 128

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- Respect and comply with all applicable federal, provincial, and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas, and their opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly, regardless of, , race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the needs of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 1 of this memorandum; and
- Not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- Engage in bullying behaviours, including cyber bullying;
- Commit sexual assault;
- Traffic weapons or illegal drugs;
- Give alcohol or cannabis to a minor;
- Commit robbery;
- Be in possession of any weapon, including firearm;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Be in possession of, or be under the influence of, alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes) and illegal drugs;
- Provide others with alcohol, illegal drugs or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Roles and Responsibilities

Grand Erie District School Board

School Boards provide direction to their schools to promote student achievement and well-being and to ensure accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers other school staff and members of the school community in order to obtain their commitment and support;
- review these policies regularly with those listed above and revise them as necessary;
- seek input from school councils as well as from the board's parent involvement committee, Special Education Advisory Committee and Indigenous Education Advisory Council;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive and accepting learning environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive and accepting learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

Teachers and Other School Staff Members

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, staff, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn;
- show respect for themselves and for others, and for those in positions of authority;
- refrain from bringing anything to school that may compromise the safety of others;

- follow the established rules and take responsibility for their own actions;

Parents

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students.

Parents fulfil their role when they:

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;
- help their child be appropriately dressed, and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the board's code of conduct, and if applicable, the school code of conduct;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Elders, Senators, Knowledge keepers) may also be created. Community based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the Provincial Model for a Local Police/School Board protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Grand Erie District School Board Guidelines on How to Conduct an Interview

1. Interviewing Witnesses:

- remain impartial and non-accusatory; the same investigator should interview all witnesses
- if possible, obtain information from witnesses such as parents, students, other administrators, teachers, non-teaching support staff, co-workers or any other individuals relevant to the investigation
- obtain as much information as possible
- encourage witnesses to speak freely
- ask witnesses to provide a written summary
- school investigations are independent from other agencies (i.e. police, CAS)

2. Preparing for the Interview:

- schedule interviews to minimize disruptions
- setting for interviews should be private
- prioritize interviews based on most involved to least involved
- ensure any special needs or supports are accommodated

3. Conducting the Interview:

- at the beginning of the interview, clarify the purpose of the interview and explain the process
- prepare questions (who, what, where, when, why) in advance of the interview; probe where necessary to be thorough
- avoid leading questions; ask open-ended, non-judgmental questions
- determine whether it is a first-hand account
- determine any history or events that may have precipitated the current event
- ask who witnessed the incident
- determine any mitigating factors
- indicate that an additional follow-up interview may be required, if applicable
- inform those present at the meeting that it is important to maintain confidentiality

4. Taking Notes:

- notes must be dated and should indicate the source of information and the name of the recorder
- keep language clear; avoid opinions and/or jargon
- set out events in chronological order
- complete in neat, professional manner as notes may become evidence in an arbitration
- all notes taken must be stored in a secure location for a minimum of two years and only accessible by the principal/supervisor

5. Reaching a Conclusion:

- seek assistance from your Superintendent and the Superintendent of Education (Human Resources) or designate.
- make a decision about the investigation (you may need to remove the employee from their worksite with pay pending further investigation). Each case must be assessed individually to determine the severity and the stage at which the discipline will be initiated.
- make sure a complete and thorough investigation has been conducted.
- be certain who has the authority to consequence the action.

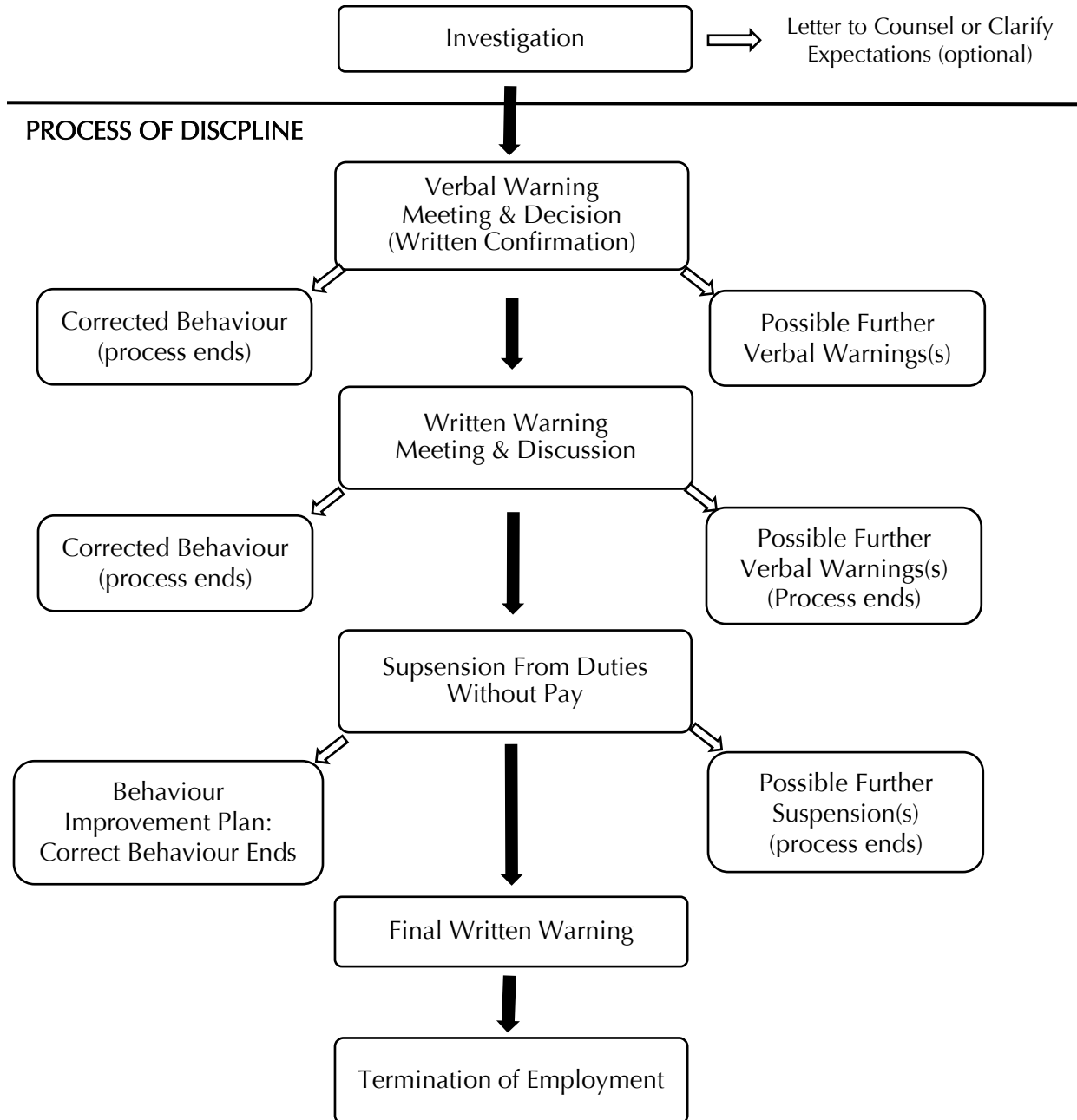
Grand Erie District School Board – Progressive Discipline Procedure

Supervision

Observation

Walk Through

Discussions & Suggestion



Grand Erie District School Board
Behavioural Improvement Plan

Employee's Name:			
Provide employee an opportunity for input and consultation regarding improvement (i.e. their suggestions for strategies and/or professional development):			
Outline the expectations regarding future behaviour:			
Timelines to accomplish the above:			
Rationale (i.e. why there is a need for improvement):			
Dates of follow-up meetings:			
Note that, should further issues arise before the date of a future meeting, the situation can, or will, be reviewed and necessary steps taken at that time.			
Employee's Signature:		Date:	
Principal/Supervisor's Signature:		Date:	

cc: Human Resources File