

- 1.2 Positive behaviour management practices may include:
- Program modifications or accommodations;
 - Class placement;
 - Positive encouragement and reinforcement;
 - Individual, peer and group counselling;
 - Conflict resolution;
 - Mentorship programs;
 - Sensitivity programs;
 - Safety Plans;
 - School, Board and community support programs; and
 - Student success strategies

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences.

In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with Ministry of Education direction and PPM 145, will be applied, if appropriate.

2.0 Progressive Discipline

The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to provincial and Board Codes of Conduct.

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 by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities.

The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in Ontario Regulation 472/07.

2.1 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;
- 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.

2.2 Progressive discipline **may also include** a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Meeting with the pupil's parent(s)/guardian(s), pupil and principal;

- Referral to a community agency for anger management or substance abuse counselling;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices; and/or
- Transfer.

When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Progressive Discipline and School Safety Procedures, the nature and severity of the behaviour, and the impact on the school climate.

The Board also supports the use of suspension and expulsion as outlined in Part XIII of the *Education Act* where a pupil has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

3.0 Suspension

- 3.1 The infractions for which a suspension **may be imposed** by the principal include:
- 3.1.1 Uttering a threat to inflict serious bodily harm on another person;
 - 3.1.2 Possessing alcohol, illegal and/or restricted drugs;
 - 3.1.3 Being under the influence of alcohol;
 - 3.1.4 Swearing at a teacher or at another person in a position of authority;
 - 3.1.5 Committing an act of vandalism that causes extensive damage to school property at the pupil's school or property located on the premises of the pupil's school;
 - 3.1.6 Bullying;
 - 3.1.7 Any act considered by the principal to be injurious to the moral tone of the school;
 - 3.1.8 Any act consider by the principal to be injurious to the physical or mental well-being of the members of the school community; or
 - 3.1.9 Any act considered by the principal to be contrary to the Board or school Code of Conduct

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

4.0 Mitigating and Other Factors

Before imposing a suspension, the principal, as required by the Education Act, must consider any mitigating and other factors as set out in the Progressive Discipline and School Safety Procedures. For the purpose of the Progressive Discipline and School Safety Procedures, the Board interprets the provisions of the Education Act and Regulations in a broad and liberal manner consistent with the Human Rights Code.

5.0 Expulsion

- 5.1 The infractions for which a principal **may consider** recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:
- 5.1.1 Possessing a weapon, including possessing a firearm;
 - 5.1.2 Using a weapon to cause or to threaten bodily harm to another person;

- 5.1.3 Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- 5.1.4 Committing sexual assault;
- 5.1.5 Trafficking in weapons, illegal or restricted drugs;
- 5.1.6 Committing robbery;
- 5.1.7 Giving alcohol to a minor;
- 5.1.8 An act considered by the principal to be significantly injurious to the moral tone of the school and/or the physical or mental being of others;
- 5.1.9 A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- 5.1.10 Activities engaged in by the pupil on or off school property that causes the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- 5.1.11 Activities engaged in by the pupil on or off school property that have caused extensive damages to the property of the Board or to goods that are/were on Board property;
- 5.1.12 The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
- 5.1.13 Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

5.2 Mitigating Factors and Other Factors

Before imposing a suspension pending an investigation to determine whether to recommend expulsion, the principal **must consider** any mitigating factors as set out in the Progressive Discipline and School Safety Procedures.

If the principal imposes a suspension pending an investigation to determine whether to recommend expulsion, the Principal must consider any mitigating and other factors as set out in the Progressive Discipline and School Safety Procedures in determining whether to recommend an expulsion from the pupil's school or from all schools of the Board, as required by the *Education Act*. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to shorten the length of the suspension.

For the purpose of the Progressive Discipline and School Safety Procedures, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*.

5.3 Principal Investigation

Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal **must complete** an investigation, as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the Board's Progressive Discipline and School Safety Procedures.

6.0 Appeal

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 Progressive Discipline and School Safety Procedures and Suspension Appeal Guidelines.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

7.0 Superintendent of Education

The Superintendent of Education shall have the powers and duties outlined in the Progressive Discipline and School Safety Procedures.

8.0 Discipline Committee

The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Progressive Discipline and School Safety Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.

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

References		
<u>The Education Act;</u>	<u>Progressive Discipline and School Safety (Bill 212) 2007</u>	
<u>The Trespass Act;</u>	<u>The Child and Family Services Act;</u>	
Superior-Greenstone DSB Board Policies:		
101 - Vision Statement	102 - Mission Statement	103 – Goal Statement
301 - Student Transportation	501 – Visitors to School	503 – Interviewing Students
505 - Field Trips & Excursions	510 - Suspected Child Abuse	515 – School Community Council
516 - Safe Arrivals Program	520 - Safe Schools	