

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Section                   SCHOOLS AND STUDENTS

Policy Name            PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY  
*Management Guideline Applies*

535

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## **Rationale**

Superior-Greenstone District School Board is committed to the success of every student. We believe in an inclusive education system in which all students, parents and other members of the school community are welcomed and respected. Respect for diversity is essential in all our schools to meet the needs of our learners.                                (*Superior-Greenstone DSB Strategic Plan, 2012*).

This policy is written in accordance with the:

- Education Act, Ontario Regulation 472/07 and Regulation 181/98,
- English Language Learners 2007,
- Ontario First Nation Metis Inuit and Policy Framework 2007,
- Ontario's Equity and Inclusive Education Strategy 2009,
- Caring and Safe Schools in Ontario, Ministry of Education 2010,
- Supporting Students with Special Education Needs through Progressive Discipline, K-12 2010,
- Bill 13 and the Policy Program Memoranda (PPM's):
  - 119 (Equity and Inclusive Education),
  - 128 (Provincial and School Board Codes of Conduct),
  - 141 (Programs for Long Term Suspension),
  - 142 (Expulsion Programs),
  - 144 (Bullying Prevention),
  - 145 (Progressive Discipline),
  - Provincial Code of Conduct,
  - Superior Greenstone Code of Conduct.

Relevant Ministry of Education strategies and initiatives, such as Student Success, Character Development and Ontario's Mental Health and Addictions Strategy and the following guiding principles.

- i. Effective schools support the development of a safe and positive school environment through leadership, school climate, high expectations for learning, instructional and curriculum focus, assessment and evaluation of student success, parent/guardian/community involvement and support and staff development.
- ii. A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm.
- iii. The improvement of learning outcomes for all students.
- iv. That each individual is important and unique and should be empowered to contribute positively to the school community;
- v. The encouragement of all students to be positive leaders in their community.

- vi. Responsibility and ownership for a safe learning environment must be assumed by all members of the school community.
- vii. Prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline, including bullying prevention programs that address discrimination.
- viii. Educators and community members have a responsibility to work in partnership to develop self-directed, life-long learners.
- ix. The fair treatment of others, regardless of their race, ancestry, place of origin, ethnicity, culture, colour, citizenship, religion, creed, gender, gender identity, sexual orientation, family or socio-economic status, age, ability, and/or any other immutable characteristic.

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

The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.

Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and the Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.

This policy authorizes the creation of procedures for implementation, which might include requirements described in The Ministry of Education PPMs as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry materials which will be sufficient for the purposes of implementing the requirements of Ministry of Education PPMs.

### 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, board, and school codes of conduct which includes, but is not limited to:

- Inappropriate sexual behavior
- Gender-based violence
- Homophobia
- Harassment on the basis of:
  - Sex,
  - Gender identity,
  - Sexual orientation
  - Race,
  - Colour
  - Ethnicity
  - Culture
  - Citizenship
  - Ancestry
  - Origin
  - Religion
  - Creed
  - Family status
  - Socioeconomic status
  - Disability.

and/or any other immutable characteristic or ground protected by the *Human Rights Code*.

Progressive discipline is an approach that makes use of a continuum of prevention programs, preventative actions, 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 Individual Education Program (IEP) and or his/her demonstrated abilities.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including administrators, teachers, educational assistants, social workers, child and youth workers, psychologists and speech and language pathologists, shall in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

The Board and school administrators, must consider all mitigating and other factors, as required by the *Education Act*, set out in Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.

## **PROCEDURES**

### **1.0 Positive Practices**

In order to promote and provide for appropriate and positive pupil behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The Board also encourages principals/designates to review and amend, as appropriate, IEPs, Behaviour Management Plans and Safety Plans at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship.

#### 1.1 Preventative practices include:

- Human Rights strategy pursuant to PPM 119
- Anti-bullying and violence prevention programs
- Mentorship programs
- Student success strategies
- Character education
- Citizenship development
- Student leadership; and
- Promoting healthy student relationships; and
- Healthy lifestyles.

#### 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/ Dispute resolution
- Mentorship programs

- Promotion of healthy student relationships
- 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 the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied, if appropriate.

## 2.0 Progressive Discipline

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 support services
- Detentions
- Partial/full removal of privileges
- Withdrawal from class
- Restitution for damages
- Restorative practices; and/or
- Transfer.

Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success.

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 Safe Schools 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 outline 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.

An exclusion from the school pursuant to section 265(1)(m) of the *Education Act* shall only be effected in accordance with the *Education Act*, the board's Exclusion Policy and Exclusion Procedures and consistent with the *Human Rights Code*. A pupil shall not be excluded from the school pursuant to section 265(1)(m) of the *Education Act* as a disciplinary measure.

PPM 145 (page 4) states that if a principal does decide that it is necessary to exclude a student from the school, he or she is expected to notify the student's parents of the circumstances of the exclusion as soon as possible, and to inform them of their right to appeal under clause 265(1)(m).

### **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 to 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 considered by the principal to be injurious to the physical or mental well-being of 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. Any such infractions of which a Board staff member or transportation provider becomes aware of, must be reported to the principal or designate in accordance with Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a transportation run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

A principal who suspends a pupil under section 306 (Bill 212 Progressive Discipline and School Safety) make all reasonable efforts to inform the pupil's parent or guardian of the suspension within 24 hours of the suspension being imposed, unless the pupil is at least 18 years old, or is 16 or 17 and has withdrawn from parental control.

### **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 and their application for the purpose of mitigating the discipline to be imposed on the pupil. 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*. The principal or designate shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the Human Rights Code and/or exacerbate the pupil's disadvantaged position in society.

## 4.1 Mitigating Factors

The mitigating factors to be considered by the principal are:

- 4.1.1 Whether the pupil has the ability to control his/her behaviour;
- 4.1.2 Whether the pupil has the ability to understand the foreseeable consequences of his/her behaviour, and
- 4.1.3 Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school.

## 4.2 Other factors to be considered are:

- 4.2.1 The pupil's academic, discipline and personal history;
- 4.2.2 Whether other progressive discipline has been attempted with the pupil, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure;
- 4.2.3 Whether the infraction for which the pupil might be disciplined was related to any harassment of the pupil because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- 4.2.4 The impact of the discipline on the pupil's prospects for further education;
- 4.2.5 The pupil's age;
- 4.2.6 Where the pupil has an IEP, or disability related needs;
  - a) Whether the behaviour causing the incident was a manifestation of the pupil's disability;
  - b) Whether appropriate individualized accommodation has been provided, and;
  - c) Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct, and;
- 4.2.7 Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school

## 5.0 Expulsion

Under the Safe Schools legislative changes that came into effect on February 1, 2008, the principal is required to suspend a student for up to 20 school days if the principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the school Board. This clause provides for the removal of the student from the school while allowing the principal to investigate the incident and decide whether to recommend to the board that the student be expelled.

### 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 wellbeing 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.
- 5.1.14 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 serious breach of the Board or school code of conduct.

The principal and the Discipline Committee of the Board shall consider whether or not the discipline will have disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

Any such infractions about which a board staff member or transportation provider becomes aware must be reported to the principal or designate in accordance with the Board procedures at the earliest, safe opportunity and no later than the end of the school day, or end of a bus run, if reported by a transportation provider. A written report in accordance with Board procedures must be made when it is safe to do so.

## 5.2 Mitigating Factors and Other Factors

The Education Act requires the principal to consider mitigating and other factors in determining the length of the suspension and in determining whether to recommend expulsion.

For the purpose of the Progressive Discipline and School Safety Procedures, the Board interprets the provision of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Human Rights Code*. The principal and/or Discipline Committee of the Board shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

If, on concluding the investigation, the principal decides not to recommend to the Board that the pupil be expelled, the principal shall:

- a) Confirm the suspension and the duration of the suspension;
- b) Confirm the suspension but shorten its duration, even if the suspension has already been served, and amend the record of the suspension accordingly; or
- c) Withdraw the suspension and expunge the record of the suspension, even if the suspension has already been served.

### 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, consistent with the expectations of the *Human Rights Code* and 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 *Human Rights Code*, 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 Responsible for Student Discipline

The Superintendent of Education shall have the procedural 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, and 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 necessary and shall consider the Human Rights Code of Ontario prior to implementing any appropriate order.

### 9.0 Victims of Serious Student Incidents

The Board supports pupils who are victims of serious incidents of pupil behaviour causing harm contrary to the provincial, Board, and school codes of conduct. The principal or designate is required to provide information, in accordance with Board procedures, to the parent(s)/guardian(s) of a pupil who is less than 18 years of age, is not 16 or 17 and withdrawn from parental control and where the principal is NOT of the opinion that informing the parent(s)/guardian(s) would put the pupil at risk of harm and would not be in the pupil's best interests. The principal may inform a parent of a student 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that student consents to the disclosure of information. The Board shall develop appropriate plans to protect the victim and will communicate to parent(s)/guardian(s) of victims, information about the plan and a method of identifying dissatisfaction with the steps taken to provide support to the victim.

## References

The Education Act; Keeping our Kids Safe at School (Bill 157) 2009  
The Education Act: Amendment to Education Act; Progressive Discipline and School Safety (Bill 212) 2007  
The Child and Family Services Act; Ontario 1990  
The Trespass Act; Ontario 2009  
Superior-Greenstone DSB Police Protocol  
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 System Expectations	
525 – Bullying and Intervention Strategies	536 Equity and Inclusion	720 – Workplace Violence