

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	PROGRESSIVE DISCIPLINE AND SCHOOL SAFETY <u>Management Guideline Applies</u>	535

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## ***Rationale***

The Superior Greenstone District School Board is committed to the success and safety of every student. A school is a place that promotes responsibility, respect, civility, academic excellence, equity, and well-being in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

Every student, employee, parent/guardian, community member and trustee has the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The promotion of strategies and initiatives such as student success and human development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that supports student achievement, equity, and well-being of all students.

## ***Policy***

The Superior Greenstone District School Board is committed to supporting and maintaining a positive, safe, inclusive and secure environment, including bullying prevention, for its students, staff and community through the implementation of effective safe schools expectations and procedures.

## **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 their 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:  
Race, ethnic origin, place of origin, ancestry, citizenship, colour, religion/creed, marital status, family status, sex, sexual orientation, gender expression, sexual orientation, gender identity, age, disability, and/or any other immutable characteristic or ground protected by the *Human Rights Code*. In addition, SGDSB promotes inclusion for students experiencing barriers due to socio-economic status.

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 their 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.

### ***Suspensions***

The infractions for which a suspension may be considered by the principal include:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol, illegal and/or restricted drugs or, unless the pupil is a medical cannabis user, cannabis;
- Being under the influence of alcohol, unless the pupil is a medical cannabis user, cannabis;
- Swearing at a teacher or at another person in a position of authority;
- 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;
- Bullying;
- Any act considered by the principal to be injurious to the moral tone of the school;
- Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
- 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.

### ***Expulsions***

Under the Progressive Discipline and School Safety 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.

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:

- possessing a weapon, including possessing a firearm or knife;
- using a weapon to cause or to threaten bodily harm to another person;
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- committing sexual assault;
- trafficking in weapons, illegal or restricted drugs;
- committing robbery;
- giving alcohol *or cannabis* to a minor;
- issuing a bomb threat or causing a bomb threat to be issued;
- 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.
- any activity listed in Ontario Education Act 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;
- an act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- a pattern of behavior that is so inappropriate that the student's continued presences is injurious to the effective learning and/or working environment of others;
- activities engaged in by the student on or off school property that cause the student'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;
- activities engaged in by the student on or off school property that have caused extensive damage to the property of the board or to goods that are/were on board property;
- the student has demonstrated through a pattern of behavior that they have not prospered by the instruction available to them and that they are persistently resistant to making changes in behavior which would enable them to prosper;
- any act considered by the principal to be a serious violation of the requirements of student behavior and/or a serious breach of the board or school Code of Conduct;
- where a student has no history of discipline or behavior 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 behavior and/or a serious breach of the board or school Code of Conduct; and
- any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.

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.

### **Guiding Principles**

1. Effective schools support the development of a safe and positive 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. Such involvement, support and development will require expanding the knowledge among members of the school community and leading them in the development and implementation of a bias-free approach to progressive discipline.
2. 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 environment. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm. The practice of taking mitigating and other factors into account when responding to inappropriate behaviour should be established with all staff.
  3. Responsibility and ownership for a safe learning environment must be assumed by all members of the school community. Engaging members of the school community in actively supporting positive student behaviour through formal and informal mechanisms will support the responsibility and ownership.
  4. The provincial Code of Conduct sets clear provincial standards of behavior. These standards of behavior apply to students whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate. They also apply to all individuals involved in the publicly funded school system – trustees, director, superintendents, principals, teachers, other school and board staff, parents, volunteers, and community groups.
  5. Prevention and intervention programs are essential to teaching appropriate behaviours and self-discipline, including bullying prevention programs. The promotion of positive peer interaction, healthy relationships, and a positive school climate in the classroom and school wide proactively supports positive student behaviour.
  6. Educators, parents/guardians and community members have a responsibility to work in partnership to develop safe learning communities and environments. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. Collaboration with staff, parents/guardians, and community members to address perceived biases and stereotypes is necessary in this development of safe and equitable learning environments.
  7. Origin, colour, citizenship, religion, creed, sex, gender identity, sexual orientation, family status, marital status, age, ability, and/or any other immutable characteristic or ground protected by the Human Rights Code, is an expectation from all school members. Policies and practices must be applied consistently and equitably, with the understanding that equity does not mean treating people the same without regard for individual differences.
  8. The review of policies and practices related to progressive discipline to identify and remove or prevent bias and discriminatory barriers should occur on a regular basis. This review should include looking at various types of data for evidence of the effect (positive or adverse) that progressive disciplinary practices are having on students, including students identified in the Human Rights Code of Ontario, and determine ways to achieve more positive effects.
  9. The Board recognizes that the Human Rights Code of Ontario has primacy over provincial legislation and Board policies and procedures, and understands that the Education Act, Regulations, Ministry of Education Program Policy Memoranda, and Board policies and procedures are subject to, and shall be interpreted and applied in

accordance with, the Human Rights Code of Ontario.

**References**

Amendments to the Education Act and Policy and Program Memoranda 128, 144, 145 on 18-10-18  
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

