



## **POLICY: Safe Schools – Progressive Discipline**

Category (Schools & Students)

Effective Date: September 29, 2008.

Last Revision Date: (25-Feb-19)

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## **POLICY: Safe Schools – Progressive Discipline**

### ***Rationale:***

The Catholic school is *directed at creating a synthesis between faith, culture and life.*<sup>1</sup> Our schools and staff are called to guide students toward this synthesis on a daily basis. With firmness and compassion, we strive to provide a kind of discipline which fosters each student's integral development as a whole person, while ensuring the safety and freedom of all members of the educational community. In this way, the discipline we provide is oriented toward helping young persons in our schools to become more faithful disciples of Christ and contributing citizens of society.

<sup>1</sup> Congregation for Catholic Education (of Seminaries and Educational Institutions) *Educating Together in Catholic Schools. A Shared Mission Between Consecrated Persons and the Lay Faithful*, 2007. No. 3.

The (17-Oct-18) Ministry of Education Policy/Program Memorandum No. 145 requires school boards to review and revise their policies on progressive discipline.

### ***Personnel Affected by Policy:***

Pupils, Parents, Administrators, Teachers, School Staff, Board Employees, Third Party Contractors, Persons renting school facilities, the Board, and members of the broader school community.

### ***Organizational Authority:***

The Board

### ***Regulations:***

#### **1. *Policy Statements:***

- a) The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach his or her full potential.
- b) All inappropriate student behaviour, including bullying, must be addressed.
- c) Responses to behaviours that are contrary to the board's code of conduct must be developmentally appropriate.
- d) Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.



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- e) 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 students in order to reinforce positive behaviours and help students make good choices.
- f) Information in the student's IEP must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- g) 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 (Behaviour, Discipline and Safety of Pupils).

### **2. *Prevention and Awareness Raising:***

- a) Knowledge and Understanding:
  - i) In order to promote a positive school climate, the Board must provide opportunities for all members of the school community to increase their knowledge and understanding of such issues as bullying; violence; inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use.
  - ii) Teachers will use Ontario's curriculum to develop an understanding of these topics and the skills to make safe and healthy choices.
  - iii) The Board will continue to provide special education programs and services for students with special education needs in a caring, safe, and inclusive environment.
- b) Anonymous School Climate Surveys:
  - i) As part of the monitoring and evaluation of their policies, the Board must conduct anonymous school climate surveys of students, staff, and parents at least once every two years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.
  - ii) The Board is required to inform parents that these surveys are voluntary and that they can choose not to have their child participate. The Board shall not collect any name or any identifying number, symbol, or other particular assigned to a person, in accordance with subsection 169.1(2.2) of the Education Act. The Board should consult with their legal counsel and freedom of information coordinators to ensure that they are fulfilling their legal responsibilities.
  - iii) The Board must also require their schools to share school climate survey results with their safe and accepting schools teams and to build strategies into their



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school improvement plans to improve the school climate regarding issues identified through their climate surveys.

### **3. Responding to Incidents:**

#### **a) Purpose:**

The purpose of responding to incidents that can have a negative impact on school climate (i.e., inappropriate and disrespectful behaviour) is to stop and correct it immediately so that the students involved can learn that it is unacceptable.

*Behaviour that is not addressed becomes accepted behaviour.*

#### **b) Board Employees:**

Board employees who work directly with students – including administrators, teachers, and other school staff – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes serious student incidents and all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee’s opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.

#### **c) Response Strategies:**

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and asking the student to correct the behaviour (e.g., to apologize for a hurtful comment and/or to rephrase a comment). By responding in this way, board employees immediately address inappropriate student behaviour that may have a negative impact on the school climate. When Board employees are aware that an incident involves a student with special education needs, they are expected to respond in a way that takes into account information in the student’s IEP.

#### **d) Reporting Incidents When Not Safe to Respond to Them:**

- i) Ontario Regulation 472/07 specifies that Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person. However, serious student incidents must be reported to the principal and confirmed in writing.
- ii) For other incidents, where suspension or expulsion would not be considered but Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, Board employees would not be required to respond if it would mean putting themselves or a student in an unsafe situation.



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#### **4. Disclosure of Student Information:**

- a) Given their obligation to respond to serious student incidents and all inappropriate and disrespectful student behaviour that is likely to have a negative impact on the school climate, Board employees (including occasional employees) who work directly with students may need to know, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented as part of progressive discipline in the student's Ontario Student Record (OSR).
- b) Principals are only permitted to share information documented in the OSR with Board employees who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, principals may share only the necessary information pertaining to behaviour that may present risk of physical harm.
- c) When disclosing student information to Board employees, the Principal shall inform them that student information is confidential and shall refer them to Board Procedure A, Information (Personal) – Student Information on the Board web site under the Administration Policies category.
- d) When notifying a parent or guardian of a pupil under Section 7 (Notifying Parents), the principal shall not disclose the name of or any other identifying or personal information about a pupil who engaged in the activity that resulted in the harm, except in so far as is necessary to comply with provisions for notifying parents.

#### **5. Support for Students**

- a) The Board must provide supports for all students who are affected by serious student incidents and all inappropriate behaviour, and for 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.
- b) Supports may be provided by employees of the Board, through Board programs and resource personnel, or through community-based service providers, including social service agencies and mental health services.
- c) In responding to any incident, Board employees who work directly with students must act in a timely, sensitive, and supportive manner. They are expected to support students – including those who disclose or report incidents and those who wish to discuss issues of healthy relationships, gender identity, and sexuality – by providing them with contact information about professional supports (e.g., public health units, community-based service providers, Help Phone lines).



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- d) The Board shall develop procedures to support students who have been harmed or students who have engaged in serious student incidents. These procedures must outline what schools are required to do to support these students, including the development of specific plans to protect students who have been harmed and must outline a process for parents to follow if they are not satisfied with the supports that their children receive.

### **6. *Reporting Serious Student Incidents to Principals:***

a) Purpose:

The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

b) Reporting Obligation of Board Employees:

- i) Section 300.2 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 a serious student incident shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.
- ii) In cases where an immediate action is required, a verbal report to the principal may be made. A written report must be made when it is safe to do so.

c) Reporting Obligations of Board Employees who are Regulated Health Professionals:

In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him- or herself or to others.

d) Reporting Obligations of Third Parties under Contract to the Board:

- i) School bus drivers, providers of extended day and after school programs and other third parties who are under contract or agreement with the Board are required to report serious student incidents in writing to the principal of the school as soon as reasonably possible.



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- ii) The Board shall include or shall make arrangements to include such reporting requirements in their respective contracts with third parties.
- e) Safe Schools Incident Reporting Form (Appendix C):  
All reports, including those made to the principal verbally, must be confirmed in writing, using the Safe Schools – Appendix C - Incident Reporting Form – Part I (Schools & Students Policy Category). Where the principal is the sole witness to an incident, the principal is similarly required to use the above reporting form to confirm in writing what he or she witnessed. (Appendix C is available on the Board Web Page – Our Board – Policies and Procedures – Schools & Students).

### **7. Notifying Parents:**

- a) Notice to Parents of Students who have been Harmed by a Serious Student Incident:  
Pursuant to section 300.3 of the Education Act principals shall notify parents of students who have been harmed as the result of a serious student incident.

Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the student;
- the nature of the harm (including physical, mental, emotional, and psychological) to the student;
- the steps taken to protect the student’s safety, including the nature of any disciplinary measures taken in response to the activity; and
- the supports that will be provided for the student in response to the harm that resulted from the activity.

- b) Notice to Parents of Students who have engaged in a Serious Student Incident:  
Pursuant to section 300.3 of the Education Act principals shall notify parents of students of students who have engaged in serious student incidents. Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm (including physical, mental, emotional, and psychological) to the other student
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to his or her engagement in the activity

When notifying parents of these incidents, the principal must invite parents to have a discussion with him or her about the supports that will be provided for their child.



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- c) Situations where the Principal shall NOT notify a Parent:
- i) Pursuant to subsection 300.3 (3) of the Education Act, a principal shall NOT notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student’s best interest.
  - ii) Under subsection 301 (5.5) of the Education Act, when principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they must, in accordance with Ontario Regulation 472/07, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision.
  - iii) Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision.
  - iv) In addition, principals should refer students to board resources or to a community-based service provider that can provide the appropriate type of confidential support when his or her parents are not called (e.g., counselling; a sexual assault centre; Kids Help Phone; Lesbian, Gay, Bisexual, Transgendered Youth Line18).
- d) Reporting Child Abuse, Sexual Misconduct and Inappropriate Behaviour:  
In circumstances where Board employees have reason to believe that a student may be in need of protection, Board employees must call a Children’s Aid Society according to the requirements of the Child and Family Services Act and Board Policies on Safe Schools - Reporting Child Abuse and Safe Schools - Reporting Sexual Misconduct and Inappropriate Behaviour. (These Policies and related documents are on the Board web page – Our Board – Policies and Procedures – Schools & Students).

### **8. School Transfers related to School Safety:**

#### **a) General:**

In cases where students are being transferred to another school in order to preserve school safety, the Board is required to coordinate a “transfer meeting” between the school from which the student is being transferred and the receiving school. In cases where the transfer is necessary to protect a student, it is preferable that the student who has been harmed not be moved. The purpose of the transfer meeting is to put in place a transition strategy to identify any additional supports and resources that the student may require (e.g., supports provided by school-based employees of the board, by board personnel, or through a community-based service provider, including mental health services).



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b) **School Transfer Meeting:**

The meeting must include the teachers and other school staff that will have regular direct contact with the student. The student that is being moved and his or her parents should also be invited to the transfer meeting. Schools must make reasonable efforts to accommodate parent participation at this meeting. The transfer meeting must occur prior to the day or on the day the student is transferred. When the meeting occurs on the day the student is transferred, it must occur before the student attends class. The receiving school must also be in possession of the student's OSR prior to the occurrence of the transfer meeting, and the OSR must be available to be consulted at the meeting.

c) **Student Information is Confidential:**

When disclosing student information to Board employees including disclosures during a transfer meeting the Principal shall inform the board employees that student information is confidential and shall refer them to Board Procedure A, Information (Personal) – Student Information on the Board web site (Board web page – Our Board – Policies and Procedures – Administration).

**9. Principal Investigation of Reports of Student Incidents:**

a) **Principal Obligation to Investigate Reports:**

The principal must investigate all reports submitted by board employees, as outlined in subsection 300.2 (3) of the Education Act.

b) **Principal Reporting Obligations**

i) **Occurrences Requiring a Police Response:**

The Principal shall consult Safe Schools Appendix A – Occurrences Requiring a Police Response and shall follow the requirements of Appendix A in reporting such incidents to the police.

ii) **Violent Incidents Requiring a Report to the Ministry of Education:**

The Principal shall consult Safe Schools Appendix B – Reporting Violent Incidents to the MOE and shall follow the requirements of Appendix B in reporting such incidents.

c) **Communication of Results of Investigation:**

i) In all cases, the principal must provide the employee who reported the incident with written acknowledgement, using the Part II of Appendix C - Safe Schools Incident Reporting Form. Information that could identify the student(s) involved must not be part of the acknowledgement.





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- ii) Once the investigation is complete, the principal must communicate the results of the investigation to the teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility and is an important factor in meeting student needs and fostering collaboration in the school.
  - iii) The principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation, in accordance with subsection 300.2 (5) of the Education Act.
  - iv) This information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.
- d) Retention of Report and Other Documents:
- i) If no further action is taken by the principal, the principal shall retain the Report (Appendix C) and his or her reasons for not taking any further action in a confidential school file for at least one year.
  - ii) If the principal has decided that action must be taken as a result of a serious student incident, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who engaged in the activity and students who have been harmed – must be removed from the form before it is filed.
  - iii) Where the principal has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student 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.
  - iv) In the case of the student who has been harmed, no information about the incident must be placed in his or her OSR, unless that student's parents expressly request that it be placed in the OSR.
  - v) In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.
  - vi) The form and documentation must be kept in the OSR for a minimum of one year.



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### **e) Violent /Non-Violent Incidents**

If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the reporting form must be retained in that student's OSR for:

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

## **10. Building Partnerships**

### **a) Statement from For Love of Learning: Report of the Royal Commission on Learning, 1994:**

... one of our key conclusions is that the entire community must share with its schools the responsibility for raising our children, and for their overall development. During our hearings, we were reminded repeatedly of a saying, apparently African, that it takes an entire village to raise a child. We've come to believe that not only is this notion true, but it's also indispensable if schools in the future are to do their jobs properly. And that future has already begun. (p. 10)

### **b) Guidelines for Building Partnerships:**

The Board and its schools will continue to engage in community-based partnerships in the interests of serving the needs of pupils. To facilitate the building of partnerships, the board will:

- direct schools to work with community-based service providers, mental health agencies, or other organizations that have professional expertise in the areas of bullying, discrimination, violence, and harassment to provide appropriate support to students, parents, and teachers, and other school staff in addressing these issues;
- maintain an up-to-date contact list of community-based service providers that have professional expertise in these areas, making the list available to staff and students of every school;
- ensure that all publicly funded schools work in partnership with, and provide access to, public health units in order to support implementation of the Ontario curriculum together with mandated public health policies.

The Board will, wherever possible, collaborate to provide coordinated prevention and intervention programs and services and, where possible, share effective practices.



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- c) Educational Partnerships Policy and related documents (Schools & Students Category):  
Any community based partnership will comply with the above Board Policy and related documents.

### **11. Implementation Strategy (Early and Ongoing Intervention Strategies):**

- a) Purpose:  
Early and ongoing intervention strategies will prevent unsafe or inappropriate behaviours in a school and in school related activities.
- b) School Level Programs:
- i) All Board schools shall implement a school-wide progressive discipline plan that is consistent with this policy.
  - ii) All Board schools shall provide opportunities for students to improve the school climate through assuming leadership roles (e.g., peer mediation, mentorship).
- c) Intervention Strategies and Supports:
- Communication of classroom expectations that align with board and school Code of Conduct
  - Reminders to pupils of expectations
  - Teaching of problem-solving strategies and teacher re-direction
  - Verbal reminder/reprimand by teacher
  - Conferencing with pupil
  - Removal of classroom privileges
  - Time out in-class
  - Quiet area to work in class
  - Teacher communication with home about conduct
  - Loss of recess/other privileges
  - Teacher-assigned detention
  - Teacher contact with parents
  - Referral to principal/vice-principal/guidance/social worker/special education resource
  - Behaviour contract between student and teacher
  - Reward/monitoring system for desirable behaviour
  - Principal/vice-principal/guidance/social worker will meet with teacher and student/student's parent/guardian to review Code of Conduct expectations— program of support initiated
  - Written reflection by student (may be signed by parent)
  - Supervised withdrawal from playground and/or classroom
  - Referral to Special Education Resource Teacher
  - Phone call to parents from principal/vice-principal



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- Letter to parents from principal/vice-principal
  - Student Success Team meeting
  - Consultation with First Nation Elders
  - Mediation with affected parties
  - Loss of bussing privileges where applicable
  - Student success plan (ideally involves parent/guardian)
  - Documentation of student history may take the form of a more in-depth history with regular updates (i.e., weekly)
  - Referral to community agency and/or family physician
  - Principal/vice-principal assigned detention
- d) Special Needs Students:  
For students with special education needs, interventions, supports and consequences must be consistent with the student’s strengths, needs, goals and expectations contained in his or her Individual Education Plan (IEP).
- e) Mitigating and Other Factors:
- A. Progressively more serious consequences should be considered for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account mitigating factors including:
    - i) The pupil does not have the ability to control his or her behaviour.
    - ii) The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
    - iii) The pupil’s continuing presence in the school does not create an unacceptable risk to the safety of any person.
  - B. The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:
    - i) The pupil’s history.
    - ii) Whether a progressive discipline approach has been used with the pupil.
    - iii) Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
    - iv) How the suspension or expulsion would affect the pupil’s ongoing education.
    - v) The age of the pupil.



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- vi) In the case of a pupil for whom an individual education plan has been developed,
  - whether the behaviour was a manifestation of a disability identified in the pupil’s individual education plan,
  - whether appropriate individualized accommodation has been provided, and
  - whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil’s behaviour or conduct.

f) Unsafe and/or Inappropriate Behaviours (Suspension/Expulsion generally not Imposed):

A Principal shall consider whether to utilize one of the intervention strategies set out in above, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- i) activities which compromise the moral tone of a Board school;
- ii) activities which negatively impact the learning environment of the classroom and/or school;
- iii) activities which are inconsistent with the school, board and provincial Code of Conduct expectations related to respect, responsibility, citizenship and safety.

**12. Activities for which a Suspension must be considered under Pupil Suspension Policy:**

A Principal shall consider whether to suspend a pupil, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) uttering a threat to inflict serious bodily harm on another person;
- b) possessing alcohol or illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
- c) being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis;
- d) swearing at a Teacher or at another person in a position of authority;
- e) committing an act of vandalism causing extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- f) bullying;
- g) any other activity for which a Principal may suspend a pupil under the policy of the Board;
- h) being under the influence of illegal drugs;
- i) persistent truancy;



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- j) persistent opposition to authority;
- k) habitual neglect of duty;
- l) the wilful destruction of school property;
- m) the use of profane or improper language;
- n) conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school;
- o) infractions off school property where the pupil's conduct in the community negatively impacts on the school;
- p) dress that contravenes the established dress code within a school;
- q) trafficking in legal drugs;
- r) being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the said drugs, or in a manner or an amount not contemplated by a prescription for the said drugs, or in a manner or an amount not contemplated in the general instructions for use of the said drugs;
- s) taking pictures during an instructional class and in other areas of the school, unless authorized by the Principal or classroom teacher;
- t) harassing another person by the use of mechanical/electronic technology or communications;
- u) invading another person's privacy by the use of mechanical/electronic technology or communications; and
- v) serious breaches of the Board Code of Conduct or the School Code of Conduct.

Generally, 1-5 day suspensions will be imposed for first time and/or less serious incidents. In the case of a serious incident, multiple incidents or repeated incidents, a 6-20 day suspension may be the response that is required.

### **13. Activities for which a mandatory Suspension must be imposed and for which an Expulsion must be considered under the Pupil Expulsion Policy:**

A Principal SHALL suspend a pupil, if the Principal believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- a) possessing a weapon, including possessing a firearm;
- b) using a weapon to cause or to threaten bodily harm to another person;
- c) committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- d) committing sexual assault;
- e) trafficking in weapons or in illegal drugs;
- f) committing robbery;
- g) giving alcohol or cannabis to a minor;



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- h) bullying, if,
  - the pupil has previously been suspended for engaging in bullying, and
  - the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- i) Any activities for which a suspension must be considered under the Board's Pupil Suspension Policy in Section 12 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:
- j) any other activity 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;
- k) criminal harassment;
- l) relationship violence;
- m) hate and/or bias motivated occurrences;
- n) gang related occurrences;
- o) extortion;
- p) non-consensual sharing of intimate images;
- q) bomb threats
- r) a pattern of behaviour so refractory that the pupil's presence is injurious to the effective learning of others;
- s) repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have proven ineffective;
- t) trafficking in legal drugs including cannabis;
- u) a course of serious harassment of another person; and
- v) a course of serious invasions of another person's privacy by the use of mechanical / electronic technology or communications.

In the case of a serious incident, multiple incidents or repeated incidents, an expulsion may be the response that is required.

### **14. Professional Development Strategies for Administrators, Teachers and Other School Staff:**

- a) The Board is required to establish and provide annual professional development programs to educate teachers and other school staff about the prevention of inappropriate behaviour and strategies for promoting a positive school climate, in accordance with subsection 170 (1) of the Education Act.



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- b) Training should include opportunities for teachers to explore curriculum connections related to bullying prevention, social and emotional skills (e.g., interpersonal skills, personal-management skills), and critical and creative thinking skills to help students develop healthy relationships.
- c) The Board must put in place a strategy on the Board's progressive discipline policy for all administrators, teachers, and other school staff. The strategy must include ways of responding to serious student incidents, including inappropriate sexual behaviour.
- d) To further support students, the Board should work with their local Children's Aid Societies to develop and implement annual training for board staff concerning their duty to report under the Child and Family Services Act.
- e) The Board should make sure that members of the school community are aware of the board's policy on progressive discipline, including students, parents, school secretaries, custodians, volunteers, community-based service providers, school bus operators and drivers, early childhood educators, and employees and contractors of third-party operators of before- and/or after-school programs supporting the Full-Day Kindergarten program on the school site.
- f) The training should address the fact that creating and sustaining a safe, inclusive, and accepting learning environment through appropriate interactions between all members of the school community is the responsibility of the whole school community.
- g) The Board should support ongoing training for teachers, administrators, and other school staff through such opportunities as new-teacher induction programs and e-learning.
- h) Professional development programs for administrators, teachers and other school staff shall be implemented in accordance with the process approved by the Board.

### **15. *Communications Strategy for the School Community:***

- a) For a progressive discipline approach to be effective, it is important that all members of the school community, including teachers, other school staff, students, and parents, understand and support the progressive discipline approach.
- b) To support a whole-school approach, the Board must actively communicate policies and guidelines to all students, parents, staff members, their Special Education Advisory Committee and school council members. The Board should also provide this information to their Indigenous Education Advisory Council, Parent Involvement Committees and other relevant groups.





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- c) Where necessary, the Board should make reasonable efforts to ensure that this information is made available to parents whose first language is a language other than English or French.

### **16. Monitoring and Review Process:**

- a) The Board should continue to monitor, review, and evaluate the effectiveness of board policies and guidelines, using indicators established in consultation with teachers, other school staff, students, parents, school councils, their Special Education Advisory Committee, Indigenous Education Advisory Council, and community-based service providers. The Board may also consult with their Parent Involvement Committees.
- b) The Board will also conduct a cyclical review of their policies and guidelines in a timely manner.
- c) In evaluating and monitoring safe school policies and programs, the Board must direct schools to address serious student incidents, as well as other inappropriate behaviour (including inappropriate sexual behaviour), in their school improvement plans.
- d) The Board must also direct schools to evaluate the effectiveness of their safe schools policies and programs through the use of school climate surveys of students, parents, and staff, which must be undertaken every two years at a minimum.

### **Related Information**

#### *Procedures / Information for this Policy*

Appendix Progressive Discipline Guideline

#### *Procedures / Information for the Safe Schools Policies*

Appendix A: Occurrences Requiring Police Response

Appendix B: Reporting Violent Incidents to the Ministry of Education (MOE)

Appendix C: Incident Reporting Form

Appendix D: Suicide Prevention Protocol

#### *Related Board Policies*

POLICY: Safe Schools – Access to School Premises

POLICY: Safe Schools – Bullying, Prevention, Intervention & Suicide Protocol

POLICY: Safe Schools – Code of Conduct

POLICY: Safe Schools – Delegation of Authority

POLICY: Safe Schools – Progressive Discipline

POLICY: Safe Schools – Pupil Suspension

POLICY: Safe Schools – Pupil Suspension Appeal

POLICY: Safe Schools – Pupil Expulsion



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POLICY: Safe Schools – Pupil Expulsion Hearing

*Other Relevant Board Policy and Procedure (Administration Category)*

POLICY: Information (Personal) – Collection, Use and Disclosure

PROCEDURE A: Information (Personal) – Student Information

*Legislation [see Ontario Government web site: e-laws]*

Education Act, Part XIII, ss. 300 – 316, (Behaviour, Discipline and Safety)

Education Act, ss. 306 - 309 (Pupil Suspension)

Education Act, ss. 310 – 316 (Suspension leading to Expulsion)

Access to School Premises (Ontario Regulation 474/00)

Behaviour, Discipline and Safety of Pupils (Ontario Regulation 472/07)

*Ministry of Education [see Ontario Ministry of Education web site]*

Policy / Program Memorandum No. 120 (Reporting Violent Incidents to the MOE)

Policy / Program Memorandum No. 128 (Provincial Code of Conduct and School Board Codes of Conduct)

Policy / Program Memorandum No. 141 (School Board Programs for Students on Long Term Suspensions)

Policy / Program Memorandum No. 142 (School Board Programs for Expelled Students)

Policy / Program Memorandum No. 144 (Bullying Prevention and Intervention)

Policy / Program Memorandum No. 145 (Progressive Discipline & Promoting Positive Student Behaviour)

Suicide. In *Supporting Minds*, Draft Version 2013 (pp. 126-137)