

PROCEDURE

**Progressive Discipline and Promoting a
Positive School Climate**

Guidelines

A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting serious student incidents and responding to incidents of inappropriate and disrespectful behaviour when they occur.

Appropriate action must consistently be taken to address behaviours that are contrary to provincial and board codes of conduct. All inappropriate behaviour, including bullying, must be addressed. The range of interventions, supports and consequences 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.

All school staff, under the leadership of their principals, must provide ongoing support for offenders and victims of bullying as well as those who have been affected by observing bullying;

For students with special education needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP).

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

For further reference, see Safe and Supportive Schools Procedures, which are available on the board website.

1. Roles and Responsibilities

1.1 Members of the school community, in partnership with the school, are expected to:

- i) Assist school staff and administration in the implementation of a range of interventions, supports and consequences in dealing with disciplinary issues;
- ii) Support a restorative practice model when appropriate in order to manage and prevent conflict by focusing upon repairing harm and strengthening relationships within the school environment;
- iii) Support learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- iv) Encourage and assist students in following rules of behaviour and in dealing appropriately with the form of progressive discipline applied;

- v) Support prevention and intervention programs designed to address underlying causes of inappropriate behaviour.

2. Suspension of Students

It is the policy of the Keewatin-Patricia District School Board to deal with suspension of students in accordance with the Education Act and the regulations made thereunder.

2.1. Activities Leading to Possible Suspension

A principal shall consider whether to suspend a student if he or she believes that the student 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, subject to the mitigating and other factors:

- a. Uttering a threat to inflict serious bodily harm on another person.
- b. Possessing alcohol or illegal drugs.
- c. Being under the influence of alcohol or illegal drugs.
- d. Swearing at a teacher or at another person in a position of authority.
- e. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school.
- f. Bullying, including cyber-bullying
- g. Persistent opposition to authority, habitual neglect of duty; willful destruction of school property, use of profane or improper language, or conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school.

3. Expulsion of Students

It is the policy of the Keewatin-Patricia District School Board, to deal with expulsion of students in accordance with the Education Act and the regulations made thereunder.

3.1 Activities Leading to Possible Expulsion

A principal shall consider whether to recommend to the Board that a student be expelled if he or she believes that the student 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, subject to the mitigating and other factors:

Cross References

- a. Trafficking in weapons or in illegal drugs.
- b. Possessing a weapon, including possessing a firearm.
- c. Using a weapon to cause or to threaten bodily harm to another person.
- d. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- e. Committing sexual assault.
- f. Committing robbery.
- g. Bullying, if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person.
- h. Any activity listed in #2 above that is motivated by bias, prejudice, or hate.
- i. Giving alcohol to a minor.
- j. Issuing a bomb threat or causing a bomb threat to be issued.
- k. Engaging in a pattern of behaviour that is so refractory that the student's presence is injurious to the effective learning and /or working environment of others.
- l. Engaging in an act:
 - i. that causes the student's continuing presence in the school to be injurious to the physical or mental well-being of other students or persons in the school; or
 - ii. that causes extensive damage to the property of the Board or to goods that are on school board property.
- m. The student has demonstrated through a pattern of behaviour (e.g. neglect of duty, truancy or opposition to authority) that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to succeed.

4. Suspension by Principal

If a principal decides to suspend a student for engaging in an activity described in #2 or #3 above, the principal shall suspend the student from his or her school and from engaging in all school-related activities.

When a principal suspends a student for more than five (5) school days, he or she shall assign the student to a program for suspended students in accordance with the Safe and Supportive Schools Procedures.

A student who is suspended is not considered to be engaged in school-related activities when participating in a program for suspended students.

Suspensions shall be for no less than one school day and no more than 20 school days, and in considering how long the suspensions should be, a principal shall take into account any mitigating or other factors set out in the Safe and Supportive Schools Procedures.

Suspensions of up to five (5) days duration are the mandate of the school principal. Suspensions over five (5) days must be discussed with and reviewed by the Superintendent of Education before the student is suspended. After this review, the Superintendent of Education may:

- a) confirm the principal's decision,
- b) modify the duration of the suspension, or
- c) withdraw the suspension and expunge the student record.

5. Supports for Students

All employees of the board must take seriously all allegations of gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour, and act in a timely, sensitive, and supportive manner.

5.1 Board employees who work directly with students are expected to support all students, including those who disclose or report such 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 agencies, Help Phone lines) and also by making this information readily available to students who wish to discuss issues of healthy relationships, gender identity, and sexuality.

5.2 Schools must develop specific plans to support students who have been harmed or students who have engaged in serious student incidents, including plans to protect students who have been harmed and to outline a process for parents to follow if they are not satisfied with the supports that their child receives.

6. Building Partnerships

Relationships that engage the whole school community and its partners promote a positive school environment and support the progressive discipline continuum. Protocols between boards and community agencies are effective ways to establish linkages and to formalize the relationship between them. These protocols facilitate the delivery of prevention and response programs, the use of referral processes, and the provision of services and support for students and their parents and families. Where such protocols already exist, they should be reviewed,

and where they do not, protocols should be developed to increase the board's capacity to respond to the needs of students. These partnerships must build upon provincially developed protocols, principles, and frameworks for collaborative strategies that have been designed to support school boards in meeting the needs of their students. These partnerships must also respect collective agreements.

6.1 To facilitate the building of partnerships, the Keewatin-Patricia District School Board will:

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

Boards should, wherever possible, collaborate to provide coordinated prevention and intervention programs and services and, where possible, share effective practices.