

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 202
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<i>Last Approved Date</i> January 22nd, 2008	<i>Subsequent Approval Dates</i> July 3rd, 2001 October 24th, 2001 March 25th, 2008

Policy Title: **SAFE SCHOOLS (Student Discipline)**
(Interim Policy - February 1st, 2008 – August 31st, 2008)

SECTION A

1. PURPOSE

It is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.

Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools. Pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.

The Provincial Code of Conduct, the York Catholic District School Board Code of Conduct and the *Education Act* create expectations for behaviour for all persons on school property.

2. POLICY STATEMENT

The York Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary, to meet the goal of creating a safe, caring, and accepting school environment.

The Board does not support discipline measures that are solely punitive. Schools are required to implement proactive positive practices and corrective supportive practices when necessary.

This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the *Education Act*.

The Board authorizes the creation of a Safe and Caring Committee of no fewer than three (3) Trustees to decide appeals of principal suspensions and principal recommendations for expulsion.

RESPONSIBILITIES

3.1 **Superintendent Responsible for Safe Schools**

The Superintendent Responsible for Safe Schools shall assume the powers and duties outlined in the Student Discipline Procedures.

3.2 **Superintendent of Education: Schools**

The Superintendent of Education: Schools may set up a School Level Suspension Review hearing, after consultation with the Principal, where the parent(s)/guardian(s) would like further clarification on the suspension.

3.3 **Safe and Caring Committee**

The Safe and Caring Committee will conduct suspension appeals and expulsion hearings in accordance with the Student Discipline Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

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

3. CROSS REFERENCES

Provincial Code of Conduct - PPM128

Bullying & Prevention Intervention – PPM144

Progressive Discipline and Promoting Positive Student Behaviour – PPM145

The Education Amendment Act 2007, Sections 306 - 314

Policy 218 - York Catholic District School Board Code of Conduct

Policy 202 – SAFE SCHOOLS (Student Discipline)

SECTION B:

GUIDELINES

1. POSITIVE PRACTICES

In order to promote and support 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.

Preventative practices may include:

- a) Bullying prevention and violence prevention programs;
- b) Mentorship programs;
- c) Student success strategies;
- d) Character education;
- e) Second Step Programs
- f) Student leadership;
- g) Healthy lifestyles;
- h) and others

Positive behaviour management practices may include:

- a) Program modifications or accommodations;
- b) Class subject placement;
- c) Positive encouragement and reinforcement;
- d) Individual, peer and group counselling;
- e) Conflict resolution;
- f) Safety Plans;
- g) School, Board and community support programs; and
- h) 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. PROGRESSIVE DISCIPLINE

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 shall 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 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.

When addressing inappropriate behaviour, the Board and school administrators must consider all mitigating and other factors e.g. the particular pupil and circumstances, the nature and severity of the behaviour, and the impact on the school climate, as required by the Education Act and as set out in Ontario Regulation 472/07.

Some examples of Progressive discipline may include early and/or ongoing intervention strategies, such as:

- a) Contact with the pupil's parent(s)/guardian(s);
- b) Verbal reminders;
- c) Review of expectations;
- d) Written work assignment with a learning component;
- e) Volunteer service to the school community;
- f) Peer mentoring;
- g) Referral to counselling;
- h) Conflict mediation and resolution; and/or
- i) Consultation.

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:

- a) Meeting with the pupil's parent(s)/guardian(s), pupil and principal;
- b) Referral to a community agency for anger management or substance abuse counselling;
- c) Detentions;
- d) Withdrawal of privileges;
- e) Withdrawal from class;
- f) Restitution for damages;
- g) Restorative practices; and/or
- h) Transfer with supports

3. SUSPENSION AND EXPULSION

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.

3.1 SUSPENSIONS

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

- a) Uttering a threat to inflict serious bodily harm on another person;
- b) Possessing alcohol, illegal and/or restricted drugs;
- c) Being under the influence of alcohol;
- d) Swearing at a teacher or at another person in a position of authority;
- e) Committing an act of vandalism that causes damage to school/Board property at the pupil's school or to property located on the premises of the pupil's school;
- f) Bullying;
- g) Any act considered by the principal to be injurious to the moral tone of the school;
- h) Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
- i) 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 each incident of an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

Mitigating and Other Factors to a Suspension

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

3.2 EXPULSIONS

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:

- 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, illegal or restricted drugs;
- f) Committing robbery;
- g) Giving alcohol to a minor;
- h) 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;
- i) 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;

