



PROCEDURAL GUIDELINES
STUDENT DISCIPLINE

The Huron-Superior Catholic District School Board is committed to the establishment and maintenance of safe, caring, equitable and inclusive school and workplace environments for all pupils, staff and members of the school community. A positive school environment maximizes pupils' learning potential and ensures a positive climate for all members of the school community.

The Board embraces a progressive approach to discipline in schools which includes a continuum of supports, interventions, learning opportunities and consequences appropriate to meet the developmental, individual and special needs of all students,. (Refer to Appendix A – *Progressive Discipline-School Wide Approach Continuum of Interventions.*)

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

Pursuant to the Education Act, principals are required to maintain proper order and discipline in schools, and 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. A principal may delegate some disciplinary responsibilities to the vice-principal and/or teacher of the school.

It is the expectation of the Board that, provided there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis shall 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.

Progressive Discipline is an approach that makes use of a continuum of prevention programs, preventative actions, interventions, supports and consequences to promote positive behaviour. The range of interventions, supports and consequences used must:

- Be clear and developmentally appropriate;
- Include learning opportunities for pupils in order to reinforce positive behaviours and help them make good choices; and
- Be consistent with the expectations in the pupil's Individual Education Plan (IEP) and his/her demonstrated abilities, for pupils with special education and/or disability related needs.

Positive Practices promote and support appropriate and positive pupil behaviours. Principals/designates must review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans, and Safety Plans at regular intervals and following an incident to ensure that every pupil with disability-related needs is receiving appropriate accommodation up to the point of undue hardship.

Preventative practices include but not limited to:

- Anti-bullying and violence prevention programs;
- Mentorship programs;
- Student success strategies;
- Catholic virtues education;
- Catholic Graduate Expectations (CGEs) education;
- Citizenship development;
- Student leadership;
- Promotion of healthy relationships; and
- Healthy lifestyles.

Positive behaviour management practices include:

- Program modifications and/or accommodations;
- Class placement;
- Positive encouragement and reinforcement;
- Individual , peer and group counselling;
- Conflict resolution/dispute resolution;
- Mentorship programs;
- Promotion of healthy relationships;
- Zones of Regulation Program
- Sensitivity programs;
- Safety plans;
- School, board and community support programs; and
- Student success strategies.

The Board recognizes that, in some circumstances, positive practices may not be effective or sufficient to address inappropriate pupil behaviour, and the use of consequences may be necessary. In these circumstances, progressive discipline consequences will be applied.

Progressive discipline consequences may include early and/or ongoing intervention strategies such as:

- Contact with the pupil's parent(s)/guardian(s);
- Verbal 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.

Progressive discipline may include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as:

- Meeting with the pupil's parent(s)/guardian(s) , student and principal;
- Referral to a community agency for counselling;
- Detentions;
- Withdrawal 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 Board and School Code of Conduct, the nature and severity of the behaviour and the impact on the school climate.

The Board also supports the use of suspension and expulsion where a student has committed one or more of the infractions described in the *Procedural Guidelines for Pupil Suspension and Expulsion*, on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on school climate.

Victims of Serious Student Incidents

The Board supports pupils who are victims of serious incidents of student 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/guardian 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 aware that informing the parent/guardian 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 pupil 18 years or older or who is 16 or 17 and has withdrawn from parental control, if that pupil consents to the disclosure of information. The Board shall develop appropriate plans to protect the victim and will communicate to parents/guardians of victim information about the plan and a method of identifying dissatisfaction with steps taken to provide support to the victim.

Reporting Requirements for Board Employees

All Board employees and those contracted to the Board (e.g. Bus Drivers) are to report to the Principal if they become aware that a student may have engaged in an activity for which the student must be considered for suspension or expulsion. When reporting, board employees must:

- consider the safety of others and the urgency of the situation in reporting no later than the end of the school day.
- confirm all reports to the Principal, in writing, using the Ministry Form – Safe Schools Incident Reporting Form – Part 1 (Appendix B).

After a report is submitted, the Principal must:

- provide a written acknowledgement of the receipt of the report using Ministry Form – Safe Schools Incident Reporting Form – Part II (Appendix C). Information that could identify the students involved must not be part of the acknowledgement.
- identify if action has been taken or no action required.
- if no further action is taken by the Principal, there is no requirement to retain the report and it should be destroyed;
- if action is taken, the form and documentation must be kept in the pupil's Ontario Student Record (OSR) for a minimum of one year. The names of the other pupils appearing on the form (aggressors and victims) must be removed – except the name of the pupil in whose OSR it is inserted.
- nothing about the incident is to go in the victim's OSR unless the victim/parent(s) of the victim specifically request that is done.

APPENDICES:

- A *Progressive Discipline-School Wide Approach Continuum of Interventions*
- B Safe Schools Incident Reporting Form – Part 1
- C Safe Schools Incident Reporting Form – Part II