















***If the behaviour continues ...***

If the behaviour that is witnessed/reported represents the development of a pattern and/or an escalation in severity or duration from previous incidents, then it is appropriate to proceed to *Reflective Question #4*.

**Reflective Question #4**

**Is there any further intervention or support that we need to put in place now?**

If the behaviour has become an on-going problem, it is important to consider the appropriateness of additional supports and/or interventions. All progressive discipline strategies undertaken should be documented.

***When considering additional progressive discipline strategies...***

The ministry and board afford flexibility in response to inappropriate behaviours through a variety of policies, procedures and protocols: PPM 120, PPM 144, Bill 13, Bill 157, PPM 120, GAP 9.00, 9.01, 9.02. In addition, progressive discipline strategies are outlined in the board approved policies and procedures, and in the Ministry of Education PPM 145, *Progressive Discipline and Promoting Positive Student Behaviour* and may include a variety of early and/or ongoing intervention strategies, such as:

- review of expectations as outlined in the *Catholic Code of Conduct*;
- classroom management strategies;
- communication and consultation with parents/guardians;
- student conference;
- attendance, performance, behavioural contracts;
- discipline learning reflection assignments;
- referral to school administrator;
- student and parent/guardian conference;
- consultation with school support staff;
- involvement of chaplain leader and/or parish resources;
- involvement of school support and special services with parental/guardian consent;
- school team conference/progressive discipline conference;
- attendance counselling;
- behaviour modification program;
- crisis Prevention and Intervention (CPI);
- individual, peer, group, family counselling;
- referral to community agency (e.g., Children's Aid, police, treatment or medical agencies);
- study Hall;
- volunteer service to the school community;
- withdrawal of privileges;
- withdrawal from class;
- restitution for damages;
- mentor and/or peer mediation;
- conflict resolution;
- restorative practice;
- reporting of violent incidents;
- modification of school day with parent/guardian collaboration;
- assignment to an alternative learning environment;
- transfer;
- suspension;
- expulsion.



**Reflective Questions #5 and #6**

**Have we considered the value of a modified school day of an alternative learning environment?**

**Modification of School Day**

Under some circumstances, it may be appropriate for the principal and parent/guardian (or adult pupil) to agree to either a modified school day or a re-direction of the pupil to an alternative learning setting/opportunity for a specified limited period of time that may include the pupil's home. These intervention strategies will demonstrate the seriousness of the situation while providing a reflective time which may avoid the use of the suspension strategy.

**Reflective Question #7**

**Have we considered the value of a suspension'?**

**SUSPENSION**

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 (including off school property) where the infraction has an impact on the school climate.

**Education Act. Section 306. (1)**

A principal may consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances (including off school property) where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
3. Being under the influence of alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis;
4. Swearing at a teacher or at another person in a position of authority;
5. 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;
6. \*Bullying;
7. Any act considered by the principal to be injurious to the moral tone of the school;
8. Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community;
9. Code of Conduct, Board & School Policy (Any act considered by the principal to be contrary to the *Catholic Code of Conduct*);
10. Habitual neglect of duty (Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board regarding habitual neglect of duty);

11. Fighting/Violence (Committing physical assault on another person that does not require treatment by a medical practitioner);
12. Profanity/Swearing (Use of profanity not directed at a teacher or at another person in a position of authority).

A pupil may be suspended only once for an infraction, in any one incident, and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

**\*Bullying**

**MINISTRY OF EDUCATION DEFINITION OF BULLYING**

“bullying” means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or
  - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education

For the purposes of the definition of “bullying” above, behaviour includes the use of any physical, verbal, electronic, written or other means.

**Cyber-bullying**

For the purposes of the definition of “bullying” above, cyber-bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

In the case of bullying, principals must suspend a student for bullying and consider referring that student for expulsion if:

- (1) the student has previously been suspended for bullying, and
- (2) the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person.

### **Reporting Violent Incidents**

All violent incidents and/or incidents that may lead to a suspension/expulsion, that occur on school premises and/or during school run programs (including off-site), must be reported. In the event of witnessing or receiving information regarding a violent incident and/or incident that may lead to suspension/expulsion:

1. Staff are required to complete a [GF 025 - Safe Schools Incident Reporting Form – Part I](#);
2. Upon receipt of a **Safe Schools Incident Reporting Form**, the principal and/or principal designate must issue [GF 025 Safe Schools Incident Reporting Form – Part II - Acknowledgement of Receipt of the Receipt of Report](#);
3. The principal and/or principal designate must investigate;
4. The principal and/or principal designate will communicate results to the teacher and/or board employee as appropriate.

### **Before Suspension - Consider Mitigating and Other Factors**

Before imposing a suspension, the principal, as required by the *Education Act*, must consider any mitigating and other factors as set out in the board's *Suspension and Expulsion Guidelines*. For the purpose of the *Suspension and Expulsion Guidelines*, the board interprets the provisions of the *Education Act and Regulations* in a broad and liberal manner consistent with the *Human Rights Code*. The principal shall consider whether or not the discipline will have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society.

The mitigating factors to be considered by the principal before deciding whether to impose a suspension are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behavior;
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of him/herself and/or any other individual at the school.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal will not suspend the pupil. Alternative discipline and/or other intervention may be considered by the principal in such circumstances.

If the pupil poses an unacceptable risk to the safety of him/herself and/or to others in the school, the principal will consult with his/her superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure safety of pupils, staff, and others in the school.

**Reflective Question #8**

**Have we considered the value of suspension pending expulsion?**

**SUSPENSION, INVESTIGATION AND POSSIBLE EXPULSION**

*Education Act, Section 310. (1)*

A principal shall suspend and may consider recommending an expulsion of a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances (including off school property) where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or in illegal drugs;
6. Committing robbery;
7. Giving alcohol or cannabis to a minor;
8. Bullying if:
  - a. the student has previously been suspended for bullying; and
  - b. the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person;
9. Any activity listed in subsection 306 (1) of the Education Act, 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;
10. 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 (*Note: including, but not limited to: bullying, gender-based violence and incidents based on homophobia, transphobia or biphobia or any other forms of discrimination*);
11. Any act considered by the principal to be a serious violation of the *Catholic Code of Conduct*;
12. 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;
13. Activities engaged in by the pupil 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;

14. The pupil has demonstrated through a pattern of behaviour that he/she has not prospered by the instruction available to him/ her and that he/she is persistently resistant to making changes in behaviour which would enable him/ her to prosper;
15. Activities engaged in by the pupil on or off school property that cause the pupil'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;
16. Where a student has no history of discipline or behaviour 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 behaviour and/or a serious breach of the board or school *Code of Conduct*;

#### **Before Recommending an Expulsion, Consider Mitigating and other Factors**

Before recommending an expulsion from the pupil's school or from all schools of the board, the principal, as required by Regulation 472/07, must consider any mitigating and other factors as set out in the board's *Suspension and Expulsion Guidelines*. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to shorten the length of the suspension.

For the purpose of the *Suspension and Expulsion Guidelines*, the board interprets the provisions of the *Education Act and Regulations* in a broad and liberal manner consistent with the *Human Rights Code* as well as aligned regulations / practices.

The mitigating factors to be considered by the principal before deciding whether to impose a suspension are:

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. Whether the pupil's continuing presence in the school does or does not create an unacceptable risk to the safety of him/herself or any other individual at the school.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal will not suspend the pupil.

Alternative discipline and/or other intervention may be considered by the principal in such circumstances. If the pupil poses an unacceptable risk to the safety of others in the school, the principal will consult with his/her superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure the safety of pupils, staff, and others in the school.

### **Before Recommending an Expulsion, Conduct an Investigation**

Before recommending an expulsion from the pupil's school or from all schools of the board, the principal must complete an investigation, as required by the *Education Act*, and which is consistent with the expectations for principal investigations outlined in the board's *Expulsion Guidelines for Administrators*

#### **Reflective Question #9**

**Have we informed the student's parent(s) of pertinent issues and/or appeal procedures?**

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental/guardian control, disagrees with the decision of a principal to suspend the pupil, that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the board's *Suspension Guidelines* and *Suspension Appeal Guidelines*.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

#### **Reflective Question #10**

**Have we engaged in broad consultation in reaching a decision?**

In determining an appropriate consequence, consideration will be given to the safety and dignity of all pupils, and the impact of the challenging behaviour on the school climate. In making this determination, school staff will engage in broad consultation, as appropriate, to ensure that disciplinary action is in the best interest of the pupil and the entire school community. In addition to a safe, caring, inclusive school climate, the goal of positive personal change and well-being, along with continued academic learning, will be given significant attention. The requirement for broad consultation includes the role of the discipline committee and the superintendent responsible for suspensions and expulsions:

#### **The Board Discipline Committee: Powers During Suspension Appeals and Expulsion Hearings**

The board authorizes the creation of a discipline committee of no fewer than three (3) trustees to decide appeals of principal suspensions and principal recommendations for expulsion. For these purposes, the discipline committee will conduct the suspension appeals and expulsion hearings in accordance with the *Suspension Appeal Guidelines* and the *Expulsion Hearing Guidelines*. The discipline committee shall have the powers as set out in the *Education Act*.

#### **Superintendent Responsible for Suspensions and Expulsions**

The superintendents delegated to be responsible for suspensions and expulsions shall have the powers and duties outlined in the *Suspension Guidelines for Administrators and Expulsion Guidelines for Administrators*.

### ROLES AND RESPONSIBILITIES OF ALL

All members of the Dufferin-Peel Catholic District School Board Community are expected to:

- ❖ adhere to the standards of behaviour in the *Catholic Code of Conduct*;
- ❖ acknowledge and defend the rights of others;
- ❖ take personal responsibility for their actions;
- ❖ fulfill the duties of their respective roles in service to others;
- ❖ positively contribute to the creation of a safe, caring, inclusive and healthy Catholic learning community.

### BOARD

The Dufferin-Peel Catholic District School Board provides leadership to all schools and board facilities to ensure equal opportunity for all to a safe, caring, inclusive and healthy learning and work environment. The board will develop and review policies and procedures that establish standards of behavior, prevention and intervention programs, progressive discipline response protocols, education and training programs for school community members, and partnerships with parish and community agencies. The board will be responsible for ensuring that academic excellence, exemplary professional practice, accountability and transparency. Civic responsibility and a rich experience of faith formation pervade the Catholic school community. The board fulfills these responsibilities by:

- developing policies that set out how schools/board facilities will implement and enforce the *Catholic Code of Conduct* and all other rules that promote and support respect, civility, Catholic service, responsible citizenship, safety, and the conditions necessary for an optimal learning and work environment for all;
- reviewing these policies regularly with staff, students, parents/guardians, volunteers, and the community;
- seeking input from Central Committee of Catholic School Councils (CCCSC), Catholic School Councils, the Board's Parent Involvement Committee, the Special Education Advisory Committee (SEAC), the Indigenous Education Advisory Council, parents/guardians, students, staff members, and the school community;
- establishing a process that clearly communicates *Catholic Code of Conduct* to all staff, students, parents/guardians, volunteers, and the wider community, in order to obtain their commitment and support in its implementation;
- ensuring a clear process for the reporting and monitoring of violent incidents;
- providing system-wide direction to embed the Catholic imperatives implicit in the *Catholic Code of Conduct* by vigorous promotion of virtue formation and dedication to the gospel messages of compassion, love, forgiveness, and service;
- developing effective intervention strategies and responding to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- developing, promulgating and monitoring progressive discipline protocols that guide enforcement of the *Catholic Code of Conduct* and all policies related to securing a safe, caring, inclusive and healthy school climate;
- cultivating strong partnerships with parish and community partners;
- providing professional development for system leaders to assist them in ensuring adherence and enforcement of the *Catholic Code of Conduct* at the local school level.

## TRUSTEES

The Board of Trustees of the Dufferin-Peel Catholic District School Board play a significant role in providing leadership regarding the *Catholic Code of Conduct* and board policies and procedures related to progressive discipline and school safety. Trustee members oversee the development and consistent implementation of board policies by:

- studying, reviewing and approving all policies/regulations, and subsequent changes, related to standards of conduct, progressive discipline and school safety;
- ensuring that these policies/regulations reflect the mission of Catholic education as articulated in the *Ontario Catholic Graduate Expectations*;
- hearing all suspension appeals and deciding on recommendations for expulsions;
- ensuring that when considering suspension appeals and expulsion recommendations, consideration is given to whether or not the discipline might have a disproportionate impact on a pupil protected by the *Human Rights Code* and/or exacerbate the pupil's disadvantaged position in society;
- hearing delegations from concerned community members.

## PRINCIPAL

The principal will provide leadership at the local school level in the administration of the *Catholic Code of Conduct* by modeling servant leadership; cultivating an authentic safe, caring and inclusive Catholic culture; empowering staff commitment and student involvement in the life of the school; promoting the highest possible standards of conduct and special care for the most vulnerable; ensuring consistent enforcement of school expectations using the board-approved progressive discipline protocol; providing staff development opportunities regarding positive school climate and safety; cultivating strong partnerships with parish and community agencies. The principal will fulfill these responsibilities by:

- demonstrating care and commitment to academic excellence within a safe, caring, inclusive teaching/learning environment;
- educating the school community with respect to the *Catholic Code of Conduct* and the gospel imperatives implicit in the code;
- holding everyone under their authority accountable for their behaviour and actions, emphasizing the importance of self-discipline, respect, kindness and courtesy;
- modeling gospel values in all areas of leadership, including matters of conduct and safety;
- creating opportunities for community members to gather for prayer and liturgy to cultivate a shared commitment to the creation of a safe, caring, inclusive and healthy Catholic community;
- empowering students to be positive leaders in their school and community, enabling opportunities for student engagement and student voice;



- enabling community members to undertake Catholic service projects including environmental and social justice initiatives;
- facilitating school-wide participation in the virtues program and other pro-social training programs;
- facilitating a school-wide approach to the development of a positive school climate;
- communicating regularly and meaningfully with all members of their school community;
- training school staff and monitoring the implementation of board-approved progressive discipline protocols to ensure optimal conditions for a positive work/learning environment;
- implementing the board process for the reporting and monitoring of violent incidents and/or incidents that may lead to suspension and/or expulsion;
- cultivating and maintaining strong partnerships with parents/guardians, parish and community partners.

#### **TEACHER AND SUPPORT STAFF**

Under the leadership of the principal, school staff will maintain order in the school and act as positive role models for students. Staff will work collaboratively to hold everyone in their care to the highest standard of respectful and responsible behaviour, and to ensure that high standards of professional practice are maintained. Teachers and support staff will uphold standards of excellence for students by:

- demonstrating respect for all students, staff, parents/guardians, volunteers, and the members of the school community;
- nurturing a vibrant Catholic learning environment where excellence in personal conduct, high standards of academic performance, and faith formation are actively cultivated;
- striving to prepare students for the full responsibilities of citizenship and personhood, as shaped by the Catholic faith tradition;
- helping students to develop a sense of self-worth, to work to their God-given potential, and to be positive leaders in the classroom, school, parish and community;
- providing students with opportunities to exercise Catholic service and wise stewardship;
- assisting students in the exercise of personal conscience in discerning right choices;
- helping students work to their full potential and in developing self-worth;
- reporting any incidents that may lead to suspension and/or expulsion utilizing *Safe Schools Incident Reporting Form- Part I*;
- communicating regularly and meaningfully with parents/guardians;
- collaborating with colleagues in exercising preventative and proactive strategies to maintain high standards of behaviour, consistently utilizing board-approved progressive discipline protocols.

### THE ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS \*

The *Ontario Catholic School Graduation Expectations* provide an image of the Catholic learner and a vision for the graduate of Catholic schools in Ontario. These distinctive expectations are shaped by a vision and destiny of the human person that emerges from the Catholic faith tradition and is best understood within the context of a human journey accomplished in community, in solidarity with brothers and sisters in the Church, and beyond. These expectations provide the broader vision within which the *Catholic Code of Conduct* is situated.

#### VISION OF THE LEARNER

The Ontario Catholic School Graduate is expected to be:

- **A discerning believer** formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
- **An effective communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.
- **A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
- **A collaborative contributor** who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
- **A caring family member** who attends to family, school, parish and the wider community.
- **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

*\*Institute for Catholic Education*

#### ROLE OF STUDENTS

Students of the Dufferin-Peel Catholic District School Board are our cherished hope for the future and the sacred trust of Catholic education. Students are to be treated with respect and dignity at all times. Staff, parents/guardians and parish will strive to prepare students to answer the call of discipleship. The Catholic curricula and culture help in the formation of students as they discern a meaningful vocation and develop a zealous commitment in service to God, family and community. This holistic Catholic formation effectively integrates faith and life in a learning process that is distinctively rooted in gospel values while effectively implementing Ministry of Education course/program expectations. In our Catholic community, all students are expected to uphold the highest standards of personal conduct, to strive for academic excellence, to positively contribute to the community life of the school and to embrace the gospel values and living traditions of the Catholic Church, as articulated in the *Ontario Catholic School Graduate Expectations*.

### Responsibilities of Students

Students will exercise self-discipline in their respect for self, staff, fellow students, school property and the property of others. They will take full responsibility for their own actions and strive to live up to the expectations of the *Catholic Code of Conduct* and all other board/school/class expectations, policies and procedures. They will work towards achieving a virtuous lifestyle, high standards of personal conduct and academic performance, active participation in leadership and service initiatives, concern for the environment, and compassion for those in need. Students fulfill these responsibilities by:

- coming to school prepared, on time, ready to learn, and properly attired;
- striving for excellence in personal conduct and academic performance;
- cultivating opportunities to develop talents and strengthen personal leadership skills;
- demonstrating courteous behaviour to fellow pupils and staff and demonstrating respect for self;
- contributing to an inclusive school culture by advocating that no student be excluded;
- defending the rights of fellow students by reporting and/or safely intervening when the rights of others are threatened or violated;
- cultivating a virtuous life through a commitment to gospel values and service to others;
- participating respectfully in the faith life and liturgical practices of the school community (sacraments, retreats, religion courses, etc.);
- participating in school programs related to wise stewardship of resources, human and other;
- following all school and Board policies and taking responsibility for their own actions;
- accepting school discipline as necessary for personal growth, and as an extension of the responsibilities that would be exercised by a kind, firm and judicious parent/guardian;
- refraining from bringing anything to school that may compromise the safety of others;
- acknowledging that school safety is a shared responsibility that depends on student commitment and involvement.
- using computers, social networking, technological aides and other specialized equipment for sanctioned activities only;
- respecting Board policy regarding use of personal electronic devices;
- using personal electronic devices (PEDs) in a responsible and respectful manner, and ensuring that Personal Mobile Devices are only used during instructional time under the following circumstances:
  - for educational purposes, as directed by an Educator
  - for health and medical purposes
  - to support special education needs
  - to provide an accommodation under the *Ontario Human Rights Code*.

### **PARENTS/ GUARDIANS**

Parents/guardians play an important role in the education of their children and can support the school in maintaining a safe and positive learning environment for all students. Parents/guardians fulfill their responsibilities when they:

- affirm the distinctive Catholic culture of the school;
- ensure that their child regularly attends school and is on time;
- help their child be appropriately dressed and prepared for school;
- become familiar with the Provincial Code of Conduct and help their child to adhere to the *Catholic Code of Conduct* and other expectations;
- communicate regularly with the school regarding their child's progress;
- are engaged in their child's schoolwork and progress;
- promptly report to the school their child's absence or late arrival;
- encourage their child to cultivate leadership skills and demonstrate gospel values; and
- assist school staff in dealing with disciplinary concerns involving their child.

### **TEAM**

The in-school support team (team) meets regularly and frequently for the purpose of consultation, problem solving, and the development of strength-based solutions that focus on positive change for the student. The consultation process may address one or more areas of the student's life including academic, personal and behavioural issues. The *Catholic Code of Conduct* frames the context in which student behaviour is witnessed and assessed by staff. Upon witnessing a minor challenging behaviour a staff member may initiate a hypothetical consultation with one or more of the team members in order to find ways to prevent future occurrences. However, if challenging behaviours persist and/or escalate, then consultation with the team may require that the concerned adult share particulars about the student(s) either through an informal one-on-one dialogue with a team member, or in a more formalized team meeting. At this meeting, several of the following team members may be present: administrator, classroom teacher, educational resource worker, psychologist, speech and language pathologist, child and youth worker, social worker, special education resource teacher, itinerant/board-wide resource staff, and parents/guardians.

### **PARISH**

The parish, in the person of the pastor or other parish staff members, is at the heart of the faith life of the Catholic school community and collaborates with the school in fostering a deep and lasting connection between students and families and the liturgical and sacramental life of the Church. The parish will assist families and schools in the immediate preparation of students for receipt of the sacraments (as outlined in the *Archdiocesan Sacramental Norms*), in the regular celebration of Eucharist and other prayer services with the school community, by offering advice to staff re: Church teachings in the faith formation of students, and by being a visible presence in the school, as time permits.

### **COMMUNITY CONNECTIONS**

Community supports assist the school in reinforcing consistent messaging regarding expected standards of behaviour and in providing services that enhance the school's ability to ensure a safe and caring school community. Community agencies and/or other community cooperatives and/or liaisons have an expanded influence in the wider community and are valuable resources in the front-line delivery of prevention and/or intervention programs that strengthen the school's commitment to provide a holistic education that prepares students to contribute to society.

School principals are encouraged to consider the valuable resources in the community and are to cultivate on-going relationships with community connections in order to facilitate youth leadership opportunities, and to strengthen communication and collaboration amongst home, school, parish and community members. The board and local schools will collaborate in developing consistent processes for the engagement of meaningful connections with the communities.

## **POLICE**

Police are essential partners in making our schools and communities safe. Police provide ongoing education programs in schools, tactical response in the event of emergencies, and through the Neighbourhood Policing Unit (NPU) offer a consistent presence and support at the school level. Police investigate incidents in accordance with the Board *Police and School Response Protocol* which is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

## **APPENDIX A**

### **GLOSSARY OF TERMS**

All schools in the Dufferin-Peel Catholic District School Board will ensure that members of the community have a working knowledge of the definition of terms and concepts pertinent to the effective administration of the *Catholic Code of Conduct*. The following definitions apply for the purposes of implementation of the *Catholic Code of Conduct* and progressive discipline.

**Adult Pupil:** a pupil who is 18 years or older, or 16 or 17 and has removed him/herself from parental control.

**Board Expulsion:** an expulsion from all schools of the board.

**Bullying:** means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - (ii) creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education

For the purposes of the definition of "bullying" above, behaviour includes the use of any physical, verbal, electronic, written or other means.

### Cyber-bullying

For the purposes of the definition of “bullying” above, bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

**Consequence:** an educative outcome resulting from a particular student behaviour that may occur "as a matter of course," or may be purposefully undertaken by staff, to help the student acquire insight into the impact of his/her behaviour and to develop new skills or ways of thinking/acting that improve future behaviour. Consequences in response to student misconduct are of two types:

- (1) logical consequences that are the natural outcome of the student's behaviour;
- (2) formative consequences that are purposefully applied by the school with a learning goal in mind.

The staff member in charge of the follow-up of the progressive discipline will generally be the person to communicate the consequences to the student. Effective use of consequences helps the student in two ways:

- (1) to understand the natural outcome of their actions;
- (2) to guide the student's amended learning in an effort to avoid a similar problem in the future.

#### **a) Natural/Logical Consequences**

Natural consequences are those that have an integral or an inherent connection to the behaviour that produced them. No planned outside intervention is required to "make it happen". Essentially, the student chooses action "x" and "y" naturally emerges, e.g. child touches hot stove, child gets burned; child doesn't come when called to dinner, child eats a cold dinner; adult student drinks and drives, adult student causes an accident and loses license to drive.

#### **b) Formative Consequences**

Formative consequences rise out of natural consequences. The learning is extended by astute parents/guardians or teachers who arrange a consequence that "makes sense" when a person breaks family rules, values or acceptable standards of behaviour. Positive consequences reinforce or strengthen desirable behaviours and negative consequences reduce or eliminate unwanted behaviours. The philosophy is that children/youth learn through experience more powerfully than through lectures or unrelated punitive or retaliatory measures. A formative consequence should have direct relevance to the challenging behaviour that precipitated it. See board policy re: Bullying Prevention for a more detailed description of bullying.

Example #1: A very young child smashes a metal toy on a table and scratches it.

Formative Consequence: The toy is removed and the child is redirected.

Example #2: A youth smashes a metal object on a glass table and breaks it.

Formative Consequence: The youth is required to pay for the replacement of the table.

Example #3: Adult student drinks and drives. In addition to any natural consequence (accident/loss of license/fine), a suitable formative consequence may be any combination of the following: The adult student loses the privilege of driving the family car; the adult student pays the increased insurance resulting from the traffic violation; the adult student researches data on drinking and driving and presents his/her findings to a club or organization; the adult student accompanies a pastoral worker who visits hospital patients injured in drinking/driving accidents.

**Daily Care:** a person with daily care is an adult person (18 years or older) who is not the custodial parent/guardian of a pupil, who is less than 18 years old, but is a person who cares for the pupil on a daily basis and is known by the school to provide daily care; for example, a grandparent, aunt, uncle, older brother or sister.

**Discipline Committee:** committee of three or more trustees designated to determine suspension appeals and recommendations for expulsion.

**Educator:** as outlined in *Policy/Program Memorandum No. 128 (August 29, 2019)*, teachers regulated under the *Ontario College of Teachers Act, 1996*, and early childhood educators regulated under the *Early Childhood Educators Act, 2007*.

**Harassment:** words, conduct or action that is directed at an individual and serves no legitimate purpose and which may include remarks, jokes, threats, name-calling, the display of material(s), touching or other behavior that an individual knows or ought to know insults, intimidates, offends, demeans, annoys, alarms or causes that individual emotional distress and may constitute discrimination when related to grounds protected by the *Human Rights Code*.

**IEP:** Individual Education Plan

**Impact on School Climate:** an incident or activity which has a negative impact on the school community.

**Intervention:** a purposeful action undertaken by staff, either in the moment or on an ongoing basis, intended to promote a positive change in direction in the student's behavior or learning. Typically, an intervention is a decisive change intended to facilitate the student's ability to more consistently adhere to the *Catholic Code of Conduct*, and to enhance the student's performance and sense of well-being and belonging. Examples of interventions include a referral to support services personnel.

**Parent/Guardian:** where there is a reference to involving or informing a parent/guardian, it means the custodial parent or guardian of a minor child who is not an adult pupil.

**Personal Mobile Device:** any personal electronic device (PED) that can be used to communicate or to access the Internet, such as a cellphone or tablet.

**Primacy of the Code:** In a circumstance in which there is a conflict between provincial law, such as the *Education Act*, regulations, *Policy Program Memoranda*, school board policies and procedures, and the *Human Rights Code of Ontario*, the *Human Rights Code* is deemed to be more important and the inferior law must be applied in a manner consistent with the *Human Rights Code* (unless there is an explicit exception contained within the other law for such a circumstance). The principle of primacy of the *Human Rights Code* also requires school board policies and procedures to be interpreted and applied in a manner consistent with the *Human Rights Code*.

**Principal:** in this policy, principal refers to the administrator in charge of a local school community, or to a person designated by the principal or by the board to fulfill that role.

**Purview:** the scope, intention, and range of activities, roles and locations understood to be under the authority of this policy.

**SAP:** Student Action Plan

**Safe School Action Team:** a required local school committee, under the leadership of the principal, that has broad representation and exists to ensure the school community's compliance with the *Catholic Code of Conduct* and in particular, focuses its attention on violence and bullying prevention and the creation of a safe, caring, inclusive and healthy learning community for all. The committee assists with the development, review and revision process for the *Catholic Code of Conduct*, assessment of School Climate Survey Data, and various whole school program initiatives in the area of safe schools. (e.g. Catholic Community Culture and Caring Action Team).

**Safe Schools Incident Reporting Form:** [\(GF 025\)](#) documentation that staff is required to complete in the event of witnessing and/or receiving information regarding a violent incident and/or incident that may lead to the suspension/expulsion of a student or students.

**School Climate:** the sum total of all of the personal relationships within a school. A positive climate exists when all members feel safe, cared for, included and accepted.

**School Community:** the school community is composed of staff, pupils, parents/guardians and volunteers of the school, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school. The school community includes persons who, although not staff of the Dufferin-Peel Catholic District School Board, nevertheless hold positions of authority and responsibility in the life of the school - such as coaches, lunch room supervisors, bus drivers, guest lecturers, facilitators at off-site facilities, field trip/classroom volunteers, parish, police and community agency representatives.

**School Day:** refers to instructional day excluding professional development days.

**School Expulsion:** an expulsion from the school of the board that the pupil was attending at the time of the incident.

**Staff:** refers to all persons who are paid employees of the board. At the local school level, this term would include the following: administrators, chaplaincy team leaders, teachers, educational resource workers, special services staff (social work, speech and language, psychology), child and youth workers, office staff, custodial, maintenance and cafeteria staff, and any other support staff affiliated with the school.



**Staff Who Work Directly With Pupils:** defined to include administrators, teachers, educational resource workers, child and youth workers, social workers, psychologists, speech language pathologists and other professional and para-professional staff who have regular and direct duties with the Board's pupils.

**Support:** a support is a designated course of action that is purposefully tailored to provide a scaffold of assistance that will maximize the probability of on-going growth/improvement in student learning and/or behaviours. A support may be intended as preventative, rehabilitative or transformative. Preventive strategies that build community and cultivate pro-social skills are frequently undertaken for the whole school, as they are deemed good for all and essential for some. A support may also be initiated for an individual student in anticipation of possible concerns, based on the student's propensity to engage in challenging behaviours, or to be victimized by them. Supports are also often part of the school's attempt to fully address a behavioural incident, as a student moves through the renewal and re-entry phases of the board approved progressive discipline. On-going supports may be part of a student's gradual re-entry to ensure that he/she continues to move in a positive direction.

**Team:** the notion of "team" is both a philosophical and an operational construct. Philosophically, the concept of "team" represents a flexible, broadly collaborative, inclusive approach to addressing student needs, wherein team members engage in a problem-solving process to improve student outcomes. "Team" is pivotal in addressing the individual needs of the student in a strength-based model. The support services team aims at positive personal change and may also assist in the diagnostic phase of referral for formal professional assessment. In practical terms, "team" can be described as a model for student support that is rooted in relationship, collaboration and communication. The team process may occur within team meetings, which gather stakeholders together in one place at a specific time; or as a process which occurs within multiple, discrete conversations between the various persons who collectively constitute "team". When informal communication occurs, team members operate in the realm of hypothetical where circumstances may be described in general terms, but names and details are not disclosed. When circumstances make it necessary to formalize the collaboration and communication process, meetings of the designated support services staff are convened to allow for sanctioned (i.e. parent permission) sharing of information between team members (teachers, educational resource workers, administrators, psychologists, speech and language pathologists, child and youth workers, social workers, special education resource teacher, itinerant board-wide resource staff, and/or others, as appropriate).

**Violent Incident:** (as per PPM 120) is defined as the occurrence of any one of the following or occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- using a weapon to cause or to threaten bodily harm to another person
- extortion
- hate and/or bias-motivated occurrences

**Weapon:** any object or thing used to threaten or inflict harm on another person and includes, but is not limited to, knives, guns, replica guns and animals.