


Windsor-Essex Catholic District School Board



Section: STUDENT

POLICY
ST: 05 Student Discipline

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| NUMBER: | ST: 05 |
| EFFECTIVE: | Jan. 29, 2008 |
| AMENDED: | Feb. 9, 2010 Feb. 26, 2013 Jun. 16, 2020 |
| RELATED POLICIES: | See References |
| REPEALS: | |
| REVIEW DATE: | 2025-2026 |

1.0 OBJECTIVES

- 1.1 The goal of the policy is to support a safe, caring, inclusive, and accepting learning and teaching environment in which every student can reach their full potential.

2.0 GUIDING PRINCIPLES

- 2.1 The Provincial Code of Conduct, the Windsor-Essex Catholic District School Board Code of Conduct and the Education Act create expectations for behaviour for all persons on school property.
- 2.2 It is important that all pupils have a safe, caring inclusive and accepting school environment in order to maximize their language potential and to ensure a positive school climate for all members of the school community.
- 2.3 All inappropriate student behaviour, including bullying, must be addressed.
- 2.4 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.
- 2.5 Responses to behaviours that are contrary to the Board's code of conduct must be developmentally appropriate.
- 2.6 The Board does not support discipline measures that are solely punitive. Schools are encouraged to implement proactive practices and corrective supportive practices when necessary.
- 2.7 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.
- 2.8 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.

- 2.9 Information in the student's Individual Education Plan (IEP) must be considered in the determination of interventions, supports, and consequences for students with special education needs.
- 2.10 The Board and school administrators must consider all mitigating and other factors as required by the Education Act and regulations.
- 2.11 In order to promote a positive school climate, school boards 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. Ontario's curriculum provides many opportunities for students to develop an understanding of these topics and the skills to make safe and healthy choices.
- 2.12 The Board shall provide special education programs and services for students with special education needs in a caring, safe, inclusive and accepting environment.
- 2.13 The Windsor-Essex Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations and practices.

3.0 SPECIFIC DIRECTIVES

- 3.1 The Board authorizes the creation of a Discipline Committee to decide appeals of principal suspensions and principal recommendations for expulsions. The Committee shall be composed of three (3) Trustees, excluding the Trustee(s) elected out of the area in which the student's (appellant's) school or proposed transfer school is located. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Student Discipline Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.
- 3.2 In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.
- 3.3 Administration shall establish procedures to achieve the objective of this policy, in accordance with the guiding principles detailed above, and in compliance with the Education Act and its regulations and Ministry of Education Policy/Program Memorandum (PPM).

4.0 RESPONSIBILITY

- 4.1 The Director of Education shall be responsible for the implementation of this policy

- 4.2 The Director shall put in place a training strategy on the Board's Student Discipline Policy for all administrators, teachers and non-teaching staff and shall work with the Windsor-Essex County Children's Aid Society to develop and implement annual training for Board staff concerning their duty to report under the Child and Family Services Act.

5.0 REVIEW AND EVALUATION

- 5.1 This policy shall be reviewed during the 2025-2026 policy review cycle.

6.0 REFERENCES

Education Act R.S.O. 1990, c. E.2 Part XIII Behaviour, Discipline and Safety
Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils
Ontario Regulation 472/07 Suspension and Expulsion of Pupils
Ontario Regulation 474/07 Access to School Premises
Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils
Ministry of Education PPM No. 9 Reporting of Children in Need of Protection
Ministry of Education PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario's Schools, 2009
Ministry of Education PPM No. 120 Reporting Violent Incidents to the Ministry of Education
Ministry of Education PPM No. 128, The Provincial Code of Conduct and School Board Code of Conduct
Ministry of Education PPM No. 141 School Board Programs for Students on Long-Term Suspension
Ministry of Education PPM No. 142 School Board Programs for Expelled Students
Ministry of Education PPM No. 144 Bullying Prevention and Intervention
Ministry of Education PPM No. 145 Progressive Discipline and Promoting Positive Student Behaviour
Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007
English Language Learners: ESL and ELD Programs and Services, 2007

Related Board Policies/Procedures:

A: 14 Promoting and Supporting Equity & Inclusion within a Catholic Community
A: 20 Transportation Policy/Procedures
B: 06 Access to School Premises
B: 01 Smoke Free Schools and Sites
B: 05 Property Damage/Vandalism/Theft
H: 19 Violence Prevention in the Workplace and Program for Violence Prevention
H: 08 Workplace Harassment
SC: 03 Acceptable Use of the Internet (students)
SC: 04 Field Trips Policy/Procedure
SC: 15 Code of Conduct
SC: 18 Bullying Prevention and Intervention Policy
ST: 04 Attendance and Punctuality
Pr ST: 05 Student Discipline Procedure
ST: 18 Physical Intervention
ST: 19 Appropriate Dress