

Respect, Civility and Responsible Citizenship

- All members of the school community **must**:
- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the need of others to work in an environment that is conducive to learning and teaching;
- Not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community **must not**:

- Possess any weapon, including firearms;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Possess or be under the influence of alcohol and/or illegal drugs;
- Provide others with alcohol or illegal drugs;
- Be under the influence of a noxious substance, such as glue or gasoline;
- Contravene the Tobacco Control Act;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic weapons or illegal drugs;
- Give alcohol to a minor;
- Commit robbery;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Student Discipline Procedures

Prevention and Early Intervention

Prevention and early intervention strategies help students achieve their potential and support a positive school environment. School programs and activities focus on building healthy relationships, character development, and civic responsibility and encourage positive participation of the school community in the life of the school.

Progressive Discipline

Progressive discipline is a non-punitive, whole-school approach that uses a continuum of corrective and supportive interventions, supports and consequences to address inappropriate behaviour and to build upon strategies that promote positive behaviours. Consequences include learning opportunities for reinforcing positive behaviour and assisting pupils to make good choices.

Factors Considered Before Addressing Inappropriate Behaviour through Progressive Discipline

The principal or designate:

- Considers the particular student and circumstances, including mitigating and other factors;
- Considers the nature and severity of the behaviour;
- Considers the impact of the inappropriate behaviour on the school climate;
- Consults with the student's parent(s)/guardian(s) (unless the student is an adult).

Mitigating factors to be considered include the student's:

- Ability to control his/her behaviour;
- Ability to understand the foreseeable consequences of his/her behaviour;
- Presence at the school and whether or not this presence would create an unacceptable risk to the safety of any individuals at the school.

Other factors to be considered include:

- Academic, discipline and personal history;
- Previous progressive discipline approaches taken with the student;
- Whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason;
- Impact of the discipline on the student's prospects for further education;
- The student's age;
- Where the student has an Individual Education Plan (IEP) or disability-related needs;
- Whether the behaviour causing the incident was a manifestation of the student's disability;
- Whether appropriate individualized accommodation has been provided to the point of undue hardship;
- Whether a suspension is likely to result in aggravating or worsening the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct;
- Whether or not the pupil's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school;
- If the pupil's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.