

**MOOSE FACTORY ISLAND  
DISTRICT SCHOOL AREA BOARD**

BOARD POLICY NO. GOV-08	
Approved	
Last Revised	
Board Motion	

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**LEARNING AND WORKING ENVIRONMENT:  
SAFE SCHOOLS**

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**1. PURPOSE**

The goal of this governance policy is to support a safe, inclusive, and accepting learning and working environment in which every student can reach his or her full potential. This policy affirms Moose Factory Island District School Area Board's commitment to a whole-school approach that supports all students in developing healthy relationships, making good choices, continuing their learning, and achieving success.

**2. DEFINITIONS**

**School Climate:** School climate refers to the environment, values, and relationships found within a school. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

**Code of Conduct:** The Board has established a Code of Conduct that sets out standards of behaviour for students, staff, parents/guardians, volunteers, school council members, trustees, and visitors engaged in any school activity. The Board also directs the principal, in conjunction with members of the school council, to develop a school Code of Conduct clarifying acceptable and non-acceptable behaviour for all members of the school community.

**Progressive Discipline:** Progressive discipline is a whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

**Bullying:** Bullying means aggressive and typically repeated behaviour by a student that is intended to cause (or should be known to cause) harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, or harm to the individual's reputation or property. Bullying creates a negative environment for another individual and occurs in a context where there is a real or perceived power imbalance.

**Cyber-bullying:** Cyber-bullying is using electronic means to intimidate, harm, exclude, or ruin a reputation. Cyber-bullying includes the use of e-mails and instant messaging, text or digital imaging sent on cell phones, web pages and blogs, chat rooms, and discussion groups to spread rumours, images, or hurtful comments.

**Mitigating and Other Factors:** Mitigating and other factors must be taken into account when discipline is being considered. These factors are described in Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils.

**Suspension:** A suspension means a student is removed from school and school activities for a specific period of time ranging from one school day to 20 school days. A student who is suspended for more than five school days is considered to be on long-term suspension and may participate in a program for suspended students.

**Expulsion:** Expelled students are removed from school and school activities for an indefinite time period. The board offers a program for expelled students which must be completed before the student returns to school.

**Discipline Committee of the Board:** The Discipline Committee of the board is a committee of at least three members of the board designated to determine suspension appeals and recommendations for expulsion.

### 3. POLICY

#### 3.1 Positive Climate

- a) The Board acknowledges the impact of the school climate on student and staff success and is committed to fostering a positive school climate through practices that support healthy student, staff, and school community relationships.
- b) Moose Factory Island District School Area Board's Code of Conduct establishes positive expectations for student behaviour. The Board strives to create positive attitudes towards punctuality, regular attendance, completion of classroom assignments, and interest in learning through classroom participation.
- c) The Board recognizes that discipline of students begins at home with parents who are the first and primary educators for their children. This includes responsibility for social development, behaviour, and discipline. The Board encourages a partnership with parents in the support of students' social, emotional and academic growth.

#### 3.2 Prevention and Intervention

- a) Moose Factory Island District School Area Board believes that students, staff, and the community have the right to learn and work in a healthy, non-threatening environment free from physical and psychological violence.
- b) The Board supports the use of prevention practices as a foundation for a healthy environment. These practices include character development, Student Success strategies, anti-bullying and violence prevention programs, citizenship development, student leadership, and healthy lifestyle initiatives. These positive measures involve the whole school and school community.

- c) Prevention and intervention measures also include effective behaviour management practices such as program modifications or accommodations; appropriate class placement; positive encouragement and reinforcement; individual, peer and group counselling; conflict resolution; mentorship programs; safety plans; and school and community support programs.

### 3.3 Progressive Discipline

- a) The Board supports the use of progressive discipline that promotes positive student behaviour and is appropriate to meet the developmental, individual, and special needs of all students.
- b) The Board believes that every student has the right to an education without disruption, along with the equally important responsibility to not deny this right to any other student.
- c) The Board expects that a firm and fair application of the Board's Code of Conduct shall prevail in all matters related to Moose Factory Island District School Area Board, including school activities, school board business, and school buses.
- d) The Board requires a response to all inappropriate student behaviour. The Board supports the staff in the use of a continuum of practices that include predictable and supportive consequences to inappropriate behaviours that are contrary to the Board or school codes of conduct.

### 3.4 Bullying

- a) Part XIII of the *Education Act* includes bullying with other inappropriate student activities that may lead to suspension, or lead to a principal's recommendation to the Board for expulsion.
- b) The Board believes that bullying adversely affects students' ability to learn, healthy relationships, and the school climate as well as a school's ability to educate its students.
- c) Bullying will not be accepted on school property, at school-related activities, on school buses, and in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on students and the school climate.

### 3.5 Suspension and Expulsion

- a) In order to meet the goal of creating a safe and caring school environment, the Board supports the use of positive practices as well as consequences for inappropriate behaviour, when necessary.
- b) The Board will deal with suspension of students in accordance with the Part XIII of the *Education Act*, related Regulations, and Memoranda.
- c) The Board will deal with expulsion of students in accordance with Part XIII of the *Education Act*, related Regulations, and Memoranda.

- d) In considering whether to suspend a student or to recommend to the Board that a student be expelled, a principal shall take into account any mitigating or other factors prescribed by the regulations.

### 3.6 Appeals and Hearings

- a) The Board recognizes its duties and powers to decide upon appeals of student suspensions and the principal's recommendations for expulsion. In exercising these duties and powers, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Ontario Human Rights Code*.
- b) The Board authorizes a Discipline Committee of the Board of no fewer than three (3) Board members to conduct appeals of student suspensions and hearings of recommendations for student expulsion.
- c) The Board formally delegates to the Discipline Committee the powers set out in the *Education Act*, Regulations under the *Act*, the *Statutory Powers Procedure Act*, and Board Policy No. GOV-16 Appeals and Hearings Regarding Student Discipline to implement any appropriate order and to make decisions on behalf of the Board.

## 4. BOARD EXPECTATIONS

- 4.1 The Board expects that the school will establish a student dress code in consultation with the School Council and the principal.
- 4.2 The Board expects staff and students to maintain the highest standards of respectful and responsible behaviour when using all information technologies.
- 4.3 The Board supports the suspension of any student who is deemed responsible for an act of vandalism or theft on school property for a period of time commensurate with the seriousness of the offense. A student who commits an act of vandalism or theft may be required to provide restitution.
- 4.4 The Board supports ongoing information sharing between school officials and justice system personnel within the *Youth Criminal Justice Act*.

## REFERENCE DOCUMENTS

### **Legal References:**

*Education Act, Part XIII Behaviour, Discipline and Safety*  
Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils  
Ontario Regulation 474/00 Access to School Premises  
PPM 119 Developing and Implementing Equity and Inclusive Education Policies 2013  
PPM 120 Reporting Violent Incidents to the Ministry of Education  
PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct  
PPM 141 School Board Programs for Students on Long-term Suspension

PPM 142 School Board Programs for Expelled Students  
PPM 144 Bullying Prevention and Intervention  
PPM 145 Progressive Discipline and Promoting Positive Student Behaviour  
*Ontario Human Rights Code*  
*Statutory Powers Procedure Act*  
*Youth Criminal Justice Act.*

**Board References:**

Board Policy GOV-01 Vision, Mission, and Values  
Board Policy GOV-07 Learning and Working Environment: Equity and Inclusion  
Board Policy GOV-09 Safe Schools: Board Code of Conduct  
Board Policy GOV-16 Appeals and Hearings Regarding Student Discipline  
Administrative Procedure 147 Staff and Student Use of the Internet  
Administrative Procedure 376 Progressive Discipline  
Administrative Procedure 377 Student Discipline: Bullying  
Administrative Procedure 378 Student Discipline: Suspension  
Administrative Procedure 379 Student Discipline: Expulsion