POLICY NAME:	**PROGRESSIVE DISCIPLINE**
POLICY SECTION:	Schools, Students and Learning
DATE APPROVED:	January 23, 2008
DATE OF NEXT REVIEW:	2029
DATES OF AMENDMENTS:	September 11, 2014; March 2019; June 2024
RESPONSIBLE DEPARTMENT:	Safe Schools

Policy:

This policy affirms the Toronto Catholic District School Board's (TCDSB) commitment to supporting schools in building and sustaining a positive school climate that is safe, inclusive, and accepting for all students. The TCDSB is committed to provide programs and activities that focus on the building of healthy relationships, a safe, inclusive, and accepting learning environment rooted in Christ and the Ontario Catholic School Graduate Expectations. A positive school climate is founded upon an effective continuum of strategies within a school and school-related activities to promote student empowerment and positive student behaviour.

Progressive discipline is a whole-school approach that utilizes 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. This policy also affirms that the progressive discipline strategy will support students in their education so that all students reach their full potential.

Responses to behaviours that are contrary to the code of conduct must be developmentally appropriate. 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.

The policy is in alignment with the TCDSB's Multi-Year Strategic Plan (MYSP) and reflects Catholic values rooted in the love of Christ.

Scope and Responsibility:

This policy applies to all students of the TCDSB and assigns specific duties to principals and employees of the board to ensure compliance with the policy and legislation. The Director

of Education, the Superintendent of Safe Schools, school principals, and all employees are responsible for this policy.

Regulations:

1. All schools must develop and implement a progressive discipline plan. Regular revision of the plan must be completed through a consultative process, including staff, students, parents/guardians and the broader community.

2. When implementing progressive discipline, the principal will review all findings from the school investigation and consider mitigating and other factors to determine the appropriate consequence(s), support(s) and/or intervention(s) (See Mitigating and Other Factors supporting document).

3. All inappropriate student behaviour, including bullying, will be subject to progressive discipline.

4. In an effort to maintain a positive school climate, any board employee who becomes aware that a student at a school of the board may have engaged in a serious student incident for which the student may be suspended or expelled shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day using the Safe Schools Incident Reporting Form - Part I (See OSR Requirements supporting document). In cases where an immediate action is required, a verbal report to the principal may be made and the written report must be made when it is safe to do so. In addition to board employees, school bus drivers, early childhood educators and other staff in board-operated extended-day programs, employees and contractors of third-party operators, and other individuals who are not employees of the board and come into direct contact with students on a regular basis are subject to these same reporting requirements.

5. The principal must investigate all reports. Once the investigation is complete, the principal must communicate the results of the investigation to the teacher who made the report using the Safe Schools Incident Reporting Form - Part II (See OSR Requirements supporting document). If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate.

6. A progressive discipline approach includes using prevention programs and early and ongoing interventions and supports, reporting serious student incidents, and responding to incidents of inappropriate and disrespectful behaviour when they occur. Some examples of intervention strategies include ongoing communication

with parents/guardians and students, verbal reminders, review of expectations, and/or written assignments with a learning component that require reflection.

7. In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

8. A Principal shall disclose to the parents of a student who has been harmed by another student the following information:
    - the nature of the activity that resulted in harm to thestudent
    - the nature of the harm to the student
    - the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity
    - the supports that will be provided for the student in response to the harm that resulted from the activity

    The Principal may not disclose the name of the student who caused the harm to the other student.

9. A Principal shall disclose to the parents/guardians of a student who caused harm (perpetrator) to another student the following information:
    - the nature of the activity that resulted in harm to the other student
    - the nature of the harm to the other student
    - the nature of any disciplinary measures taken in response to the activity, (including providing a copy of any documentation placed in the student's OSR (See Reporting Form Part I, Part II and Incident Summary sample supporting document).
    - the supports that will be provided for the student in response to his or her engagement in the activity.

10. A principal shall not notify a parent/guardian of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent/guardian of the student, such that notification is not in the student's best interest. When principals have decided not to notify the parents/guardians that their child was involved in a serious student incident, they must document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals should also refer students to board resource staff who, if needed, can make referrals to community-based service providers that can provide the appropriate type of confidential support.

    In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must call a children's aid society according

to the requirements of the *Child, Youth and Family Services Act.*

11. If a student is suspended for more than 5 days, the Principal is required to provide a program for suspended students.

12. A student who is expelled from all schools of the Board must be assigned to a program for expelled students.

13. A student who is expelled from their school only, must be assigned to a new school.

14. Board employees who work directly with students and who observe a student behaving in a way that is likely to have a negative impact on the school climate must respond to the student(s) if it is safe to do so. If board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible.

15. A Principal is permitted to disclose to employees who work directly with students, on a need to know basis, information documented in a student's OSR pertaining to behaviour that may present risk of physical harm, so that the employee can carry out their duties.

16. Ongoing interventions may be necessary to address underlying causes of inappropriate behaviour. Some examples of ongoing interventions are meeting with the parent(s)/guardian(s), requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring, and/or a referral to counselling.

17. In cases where a student is being transferred to another school in order to address school safety, a transfer meeting must be held prior to the student's attendance in class and must include transition strategies and supports that the student may require. The receiving school must be in possession of the OSR prior to a transfer meeting. Prior to the start of the transfer meeting, the principal must inform all staff in attendance that they must treat any information about the student and the incident disclosed at the meeting as
confidential.

    In cases where the transfer is necessary to protect a student, it is preferable that the student who has been harmed not be moved.

18. Each school must have in place a Safe and Accepting Schools Team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. An existing school committee (e.g., the healthy schools committee) can assume this role. The chair of this team

must be a staff member.

Cross References:

Legislation

- Bill 157, Keeping Our Kids Safe at School Bill 13, Accepting Schools Act
- Education Act Part XIII, Behaviour, Discipline and Safety Bill 212, Progressive Discipline

Ministry of Education Policy/Program Memorandum

- Caring and Safe Schools in Ontario (2010)
- Policy/Program Memorandum 120, 2011, Reporting violent incidents to the Ministry of Education
- Policy/Program Memorandum 128, 2024, The Provincial Code of Conduct and School Board Codes of Conduct
- Policy/Program Memorandum 144, 2021, Bullying prevention and intervention
- Policy/Program Memorandum 145, 2018, Progressive discipline and promoting positive student behaviour

TCDSB Policy /Procedure

- Alcohol, Cannabis and Illegal drugs
- Bullying Prevention and Intervention
- Code of Conduct Policy
- Device Use Policy
- Suspension and Expulsion Policy

Evaluation and Metrics:

1. The policy will be reviewed every five years.
2. Anonymous Safe School Climate surveys administered to representative groups of TCDSB students and parents.
3. Annual review of suspension/expulsion data.
4. Consultation with the Safe Schools Advisory Committee, the Safe and Accepting Schools Team at a local level, and the Student Leadership Group.
5. Annual review of provincial safe schools data (Ministry Report).