

Toronto District School Board

Operational Procedure PR702

Title: **PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR**

Adopted: May 7, 2013

Revised:

Reviewed:

Authorization: Administrative Council

1.0 OBJECTIVE

To establish a framework to enable, support and maintain a positive school climate.

2.0 RESPONSIBILITY

Associate Director

3.0 DEFINITIONS

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive.

Progressive discipline is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account.

Progressive discipline must take into account the needs of individual student by showing sensitivity to diversity, to cultural needs, and to special education needs. In addition progressive discipline must be in keeping with Ministry of Education and Board policies on antiracism, ethno cultural equity and antidiscrimination education.

4.0 PROCEDURES

4.1. Principles

- (a) The goal of the operational procedure is to support a caring and safe learning and teaching environment in which every student can reach his or her full potential.

- (b) Appropriate action must be taken to address, in a consistent way, behaviours that are contrary to Provincial, Board and school codes of conduct.
- (c) Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies that promote positive behaviours.
- (d) The range of interventions, supports and consequences used by schools must be clear and developmentally appropriate and must include learning opportunities for students to reinforce positive behaviours and help students make good choices.
- (e) For a student with special education needs, consequences, interventions and supports must be consistent with the expectations in the student's Individual Education Plan (IEP).
- (f) School Administrators must consider all mitigating and other factors as required by the *Education Act*, R.S.O. 1990, c E.2 and as set out in O. Reg. 472/07, Suspension and Expulsion of Pupils.

4.2. Practices

Schools shall:

- (a) develop and implement individual school-wide progressive discipline plans;
- (b) develop a range of interventions, supports, and consequences including circumstances in which short-term suspension, long-term suspension, or expulsion may be the required response;
- (c) use the most appropriate method to respond to a student's behaviour as outlined in this operational procedure and the school's individual progressive discipline plan providing for progressively more serious consequences for repeated or more serious inappropriate behaviour;
- (d) use interventions, consequences, and supports for students with special education needs that shall be consistent with the expectations in the student's Individual Education Plan;
- (e) develop a process for building on existing partnerships, or developing new partnerships, with community agencies and local police services that support students and their families;
- (f) provide opportunities for on-going dialogue with parents related to student achievement and behaviour;
- (g) provide opportunities for students to improve the school climate by assuming leadership roles (e.g., peer mediation, mentorship);
- (h) review the School's Code of Conduct to ensure that it is aligned with a progressive discipline approach;

- (i) establish a supportive learning environment through appropriate interactions between all members of the school community;
- (j) communicate policies and procedures on progressive discipline to all students, parents, staff members, school council members and community;
- (k) establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of this and related operational procedures;
- (l) apply interventions which may include:
 - Discussion with a teacher, member of the support staff, vice-principal or principal
 - Attendance/performance/ behaviour contracts
 - Time Out
 - Reflection Sheet
 - Parental contact and involvement in applying an appropriate remedy
 - Loss of privilege to participate in specified school activities
 - Peer mediation
 - Individual or group counselling
 - Detention
 - Restitution for damage or stolen property
 - Community service
 - Restorative Practices
- (m) prior to suspending a student or referring a student for expulsion, conduct an investigation and consider mitigating and other factors and document the process used;
- (n) Review annually through the Caring and Caring and Safe Schools Team the School plan for progressive discipline.

5.0 SPECIFIC DIRECTIVES

n/a

6.0 REFERENCE DOCUMENTS

Policies

P011: Community Use of Board Facilities (Permits)

P031: Human Rights

P037: Equity Foundation

P051: Caring and Safe Schools

P071: Gender-Based Violence

Operational Procedures

PR540: Non-Discretionary and Discretionary Student Transfers

PR585: Board Code of Conduct

PR586: Programs for Students on Long-term Suspensions and Expulsions

PR608: Sexual Misconduct by Students
PR697: Promoting a Positive School Climate
PR698: Police-School Board Protocol
PR703: Bullying Prevention and Intervention

Other Documents

Education Act, R.S.O 1990, Chapter E.2 as amended (particularly Part XIII)
O.Reg 472/07, Suspension and Expulsion of Pupils
O.Reg 612/00, School Councils

Ministry of Education Policy/Program Memoranda

PPM 120: Reporting Violent Incidents to the Ministry of Education
PPM 128: The Provincial Code of Conduct and School Board Code 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