

Toronto District School Board

Operational Procedure PR702

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

Adopted: May 7, 2013

Revised: **September 6, 2022**

Reviewed: **September 6, 2022**

Authorization: Executive Council

1.0 RATIONALE

The Progressive Discipline and Promoting Positive Student Behaviour (PR702) (the "Procedure") affirms the Board's commitment to progressive discipline and student behaviour within a broader system of actions in order to enable and maintain a positive school climate. This Procedure supports the implementation of the Caring and Safe Schools Policy (P051).

2.0 OBJECTIVE

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

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 RESPONSIBILITY

Executive Superintendent, Human Rights and Indigenous Education and
Centrally Assigned Principal, Caring and Safe Schools and Alternative Programs

5.0 APPLICATION AND SCOPE

This Procedure applies to all students and employees of the Board.

The Procedure also covers trustees, parents and guardians, occasional staff, volunteers, contractors and visitors.

6.0 PROCEDURES

6.1. 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.

6.2. Practices

Schools shall:

- (a) develop and implement culturally responsive and relevant school-wide progressive discipline plans;
- (b) develop a range of culturally responsive and relevant 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 culturally responsive and relevant 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) consider mitigating and other factors in accordance with Promoting a Positive School Climate (PR 697) and use supports and interventions for students with special education needs that are 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 culturally responsive and relevant interventions on-going dialogue with parents related to student achievement and behaviour (e.g settlement workers);
- (g) provide culturally responsive and relevant 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 culturally relevant, responsive and 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, caregiver, staff members, school council members and community in a culturally responsive and relevant manner.
- (k) acknowledge historical trauma is intergenerational trauma experienced by oppressed groups, especially racialized groups, in particular, Indigenous and Black students and families that have and continue to be impacted by systemic oppression.
- (l) acknowledge the significance of utilizing trauma-informed approaches and healing engagement strategies in support of all students and families
- (m) establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of this and related operational procedures;

Apply interventions which may include:

- Discussion with a teacher, member of the support staff, settlement worker, vice-principal or principal

- Supports offered by Urban Indigenous Education Centre and Centre of Excellence for Black Student Achievement
 - Restorative practices
 - 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
 - Assessment
 - Detention
 - Restitution for damage or stolen property
 - Community services
 - Mental Health and well-being supports
- (n) 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;
- (o) Review annually through the Caring and Safe Schools Team the School plan for progressive discipline.

7.0 EVALUATION

This Procedure is to be reviewed and updated as required but at a minimum every four (4) years.

8.0 APPENDICES

Not Applicable

9.0 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