



POLICY SECTION: SAFE SCHOOLS
SUB-SECTION:
POLICY NAME: PROGRESSIVE DISCIPLINE
POLICY NO: S.S.10

Date Approved: September 11, 2014 - SA	Review Cycle: September, 2017	Dates of Amendment: January 23, 2008 - Board
<p>Cross Reference: Code of Conduct Policy S.S. 09 Education Act Part XIII, Behaviour, Discipline and Safety Bill 212, Progressive Discipline Bill 157, Keeping Our Kids Safe at School Bill 13, Accepting Schools Act Policy/Program Memorandum 145 Policy/Program Memorandum 144 Policy/Program Memorandum 128 Policy/Program Memorandum 120 S.S. 09 Code of Conduct S.S. 01 Suspension and Expulsion Policy Police/School Board Protocol (Revised 2013) Caring and Safe Schools (2013)</p> <hr/> Appendix I – Mitigating and Other Factors Appendix ii – OSR Requirements Appendix iii – Reporting Form Part I, Part II and Incident Summary sample		

Purpose:

The purpose of this policy is to outline the Board’s progressive discipline strategy. This policy affirms the Board’s commitment to supporting schools in building and sustaining a positive school climate that is safe, inclusive, and accepting for all students. This policy also affirms that the progressive discipline strategy will support students in their education so that all students reach their full potential.

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.



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Alignment with MYSP:

Fostering Student Achievement and Well-Being

Living Our Catholic Values

Strengthening Public Confidence

Inspired and Motivated Employees

Financial Impact:

The TCDSB Safe Schools Department provides professional learning for TCDSB staff through delivery of certification modules. There is a cost associated with delivering these modules, which is largely funded through Board departmental budgets and grants.

Legal Impact:

The Education Act requires school boards to develop goals for promoting a positive school climate that is safe, inclusive, and accepting of all pupils. Adherence to this policy by Board staff will contribute to reducing the risk of harm to students and legal liability to the Board.

Policy:

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 the Ontario Catholic 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.

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 and broader community (eg. Toronto Police Services).
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).
3. All inappropriate student behaviour, including bullying, will be subject to progressive discipline.



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4. In an effort to maintain a positive school climate, any employee of the board who becomes aware that a pupil at a school of the board may have engaged in a serious incident for which the pupil 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. 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 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 pupils on a regular basis are subject to these same reporting requirements.

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. 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.

5. 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, verbal reminders, review of expectations, and/or written assignments with a learning component that require reflection.
6. 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.
7. 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 the student
 - 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



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

8. A Principal shall disclose to the parents 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 OSR).
 - the supports that will be provided for the student in response to his or her engagement in the activity
9. If a student is suspended for more than 5 days, the Principal is required to provide a program for suspended students.
10. A student who is expelled from all schools of the Board must be assigned to a program for expelled students.
11. A student who is expelled from his or her school only, must be assigned to a new school.
12. 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 shall respond to the student(s) if it is safe to do so.
13. A Principal is permitted to disclose to employees, 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.
14. Ongoing interventions may be necessary to address underlying causes of inappropriate behaviour. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring, and/or a referral to counselling.
15. 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.

Definitions:



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Discipline-a supportive and corrective approach to assist students in making appropriate decisions that reflect our Gospel values.

Progressive Discipline-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 behaviour (ppm 145)

School Climate

The learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

Metrics:

1. Anonymous Safe School Climate surveys administered to representative groups of TCDSB students and parents.
2. Annual review of suspension/expulsion data
3. Regular review of Incident Logs and Safe Schools Reporting Forms-Part I from the Progressive Discipline Safe Schools Application
4. Safe Schools Advisory Committee consultation
5. Safe and Accepting School Team consultation
6. Student Leadership Group consultation
7. Annual review of provincial safe schools data (Ministry Report)
8. Review of the Toronto Police Service School Resource Officer (SRO) and Community School Liaison Officer (CSLO) activities and programs

APPENDICES

(TCDSB Progressive Discipline Policy, S.S. 10)

S.S. 10 APPENDIX I

Mitigating and Other Factors

Mitigating Factors

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.



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3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person

Other Factors

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How then suspension or expulsion would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed.
 - i. Whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan.
 - ii. Whether appropriate individualized accommodation has been provided, and
 - iii. Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

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Ontario Student Record (OSR) requirements

1. Reporting form Part I must be kept in the OSR for a minimum of one year
2. If the Principal has identified the incident as **violent**, the reporting form must be retained in that student's OSR
 - a. For **one year** if the student's suspension was quashed or withdrawn and the record of the suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period.
 - b. For **three years** if the student was suspended for the violent incident.
 - c. For **five years** if the student was expelled for the violent incident.



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APPENDIX C
Reporting Form Part I

	Reporting to the Principal - Safe Schools Incident Reporting Form - Part I	
Report No: _____	CONFIDENTIAL SAFE SCHOOLS INCIDENT REPORTING FORM - PART I	
Name of School:		
1. Names of pupil(s) Involved (if known)		
2. Where the Incident Occurred (check one)	<input type="checkbox"/> A Location in the School or on School Property (please specify) _____ <input type="checkbox"/> At School-Related Activity (please specify) _____ <input type="checkbox"/> On a School Bus (Route #) _____ <input type="checkbox"/> Other Location (please specify) _____	
3. When the Incident Occurred	Date: _____ Time: _____	
4. Type of Incident (check all applicable)	Activities for which expulsion must be considered under section 310(1) of the Education Act <input type="checkbox"/> Possessing a weapon, including possessing a firearm. <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person. <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner. <input type="checkbox"/> Committing sexual assault. <input type="checkbox"/> Trafficking in weapons or in illegal drugs. <input type="checkbox"/> Committing robbery <input type="checkbox"/> Giving alcohol to a minor. [Note: Boards must specify on this form any other activities for which the board may expel according to board policy.] <input type="checkbox"/> Possession of explosive substance. <input type="checkbox"/> Refractory conduct.	



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Reporting Form Part I -continued

Report No: _____	CONFIDENTIAL SAFE SCHOOLS INCIDENT REPORTING FORM - PART 1 CON'T
4. Type of Incident (check all applicable)	<p>Activities for which Suspension must be considered under section 306(1) of the Education Act</p> <p><input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person.</p> <p><input type="checkbox"/> Possessing alcohol or illegal drugs</p> <p><input type="checkbox"/> Being under the influence of alcohol</p> <p><input type="checkbox"/> Swearing at a teacher or at another person in a position of authority</p> <p><input type="checkbox"/> Committing an act of vandalism that cause extensive damage to school property at the pupil's school or to property location on the premises of the pupil's school</p> <p><input type="checkbox"/> Bullying</p> <p>[Note: Boards must specify on this form any other activities for which the principal may suspend according to board policy.]</p> <p><input type="checkbox"/> Persistent opposition to authority</p> <p><input type="checkbox"/> Neglect of duty</p> <p><input type="checkbox"/> Wilful destruction of school property</p> <p><input type="checkbox"/> Use of profane or improper language</p> <p><input type="checkbox"/> Theft</p> <p><input type="checkbox"/> Aid/incite harmful behaviour</p> <p><input type="checkbox"/> Physical assault</p> <p><input type="checkbox"/> Being under the influence of illegal drugs</p> <p><input type="checkbox"/> Sexual harassment</p> <p><input type="checkbox"/> Racial harassment</p> <p><input type="checkbox"/> Fighting</p> <p><input type="checkbox"/> Possession or misuse of any harmful substances</p> <p><input type="checkbox"/> Hate-motivated violence</p> <p><input type="checkbox"/> Extortion</p> <p><input type="checkbox"/> Inappropriate use of electronic communications/media</p>
5. Report Submitted By: Name: _____	Signature: _____ Date: _____
Contact Information: Location: _____	Telephone: _____
6. FOR PRINCIPAL'S USE ONLY: Check if incident was a violent incident, as defined in Policy/Program Memorandum No. 120.	
<p align="center">Violent incident</p> <p><small>Information is collected under the authority Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school principal.</small></p>	

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Reporting Form Part II

	SAFE SCHOOLS INCIDENT REPORT FORM - PART II	
ACKNOWLEDGEMENT OF RECEIPT OF REPORT		
Report No: _____		
Report Submitted By: Name: _____ Date: _____		
<input type="checkbox"/> Investigation completed		
<input type="checkbox"/> Principal to communicate results to the teacher at a mutually convenient time*		
<input type="checkbox"/> Principal to communicate results to other board employee at a mutually convenient time, as appropriate*		
<input type="checkbox"/> Investigation in progress		
<input type="checkbox"/> Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time*		
<input type="checkbox"/> Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate*		
Name: _____ Signature: _____ Date: _____ (Principal):		
<i>Note: Only Part II is to be given to the person who submitted the report.</i>		
<small>* In accordance with s.300.2 of the Education Act, after investigation a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.</small>		
<small>Revised: 2014-03-04</small>		



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Incident Summary
St. Elsewhere

Date: 2014-06-20
Report No: 106318
Student Name: Simpson, Bart

Incident Details

Location	Hallway
Date:	2014-02-25
Time:	01:30 PM

Infraction(s)

- Being under the influence of illegal drugs

Action Taken By Administration

Intervention(s):

- Meeting with Parents
- Request Social Work Intervention
- Request Guidance Counsellor Intervention
- Request Child and Youth Worker Intervention
- Meeting with Principal/Vice Principal
- Other: Possible Drug Counselling

Outcome:

Given consideration to mitigating and other factors, suspension is not issued.

Principal Signature

Principal Name
 Principal Title

_____ Date

Copy to OSR and Parent/Guardian