

<b>ADMINISTRATIVE PROCEDURES</b>	
<i>Administrative Procedure Section</i> <b>STUDENTS</b>	<i>Policy Number</i> <b>802</b>
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## **ADMINISTRATIVE PROCEDURE TITLE**

Safe Schools - Progressive Discipline  
and Promoting Positive Student Behaviour

### **1.0 ADMINISTRATIVE PROCEDURE**

- 1.1 Progressive Discipline Implementation Strategy will be implemented according to the PVNCCDSB Safe Schools Resources and Procedures Manual in order to:
- (a) implement a school-wide progressive discipline practice;
  - (b) offer a range of interventions, supports, and consequences including the use of short-term suspension, long-term suspension, or expulsion;
  - (c) shape the most appropriate response to respond to a student's misbehaviour with considerations for the expectations found in the student's Individual Education Plan (IEP), where applicable;
  - (d) build on existing partnerships and build new ones with community agencies, including local police, to support students and their families;
  - (e) provide ongoing dialogue with parents about student learning, achievement, and behaviour;
  - (f) provide opportunities for student leadership through the Catholic School Council, student government, peer mediation, and peer mentorship, among others; and
  - (g) implement the Board's Code of Conduct.

- 1.2 Partnerships will be fostered which:
- (a) support positive student behaviour with the home, parish, and community; and
  - (b) maintain and enhance supportive and intervention strategies with community police, parent associations, and community agencies.
- 1.3 The Board will provide annual professional development programs to educate teachers and other school staff about the prevention of inappropriate behavior. Training related to the Progressive Discipline Policy, with consideration of the role, will be provided for:
- (a) all administrators, teachers, and educational assistants;
  - (c) school secretaries, custodians, parents, volunteers, community agencies, and school bus operators/drivers; and
  - (c) New Teacher Induction Program candidates.
- 1.4 A Communication Strategy will be implemented to:
- (a) instruct students about the PVNCCDSB Safe Schools Resources and Procedures Manual with consideration for their developmental stage; and
  - (b) produce a school publication of the principal's choice in consultation with the staff and Catholic School Council which will include the following information annually for the purpose of communicating with students, parents, teachers and other school staff, Catholic School Councils, volunteers, and school bus operators/drivers:

PROGRESSIVE DISCIPLINE AND  
PROMOTING POSITIVE STUDENT BEHAVIOUR

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to maintain accepting, inclusive, respectful and purposeful learning communities within the Catholic schools under its jurisdiction. The Board supports the use of progressive discipline and the promotion of positive student behaviour outlined in Board policy, Roman Catholic Church teaching, and the Education Act and its Regulations. Progressive discipline is a whole-school approach that utilizes a continuum of intervention, supports, and consequences to address inappropriate student behaviours. Catholic schools will implement early and ongoing intervention strategies as a measure to prevent unsafe or inappropriate behaviours in school or school- related activities.

Catholic schools will address student misbehaviours with a range of interventions, supports, and consequences including short-term suspension, long term suspension, or expulsion, that are developmentally appropriate with consideration of the particular student and circumstances, the nature and severity of the behaviour, and the impact on the principles and mission of Catholic education.

- 1.5 The Board will direct the Catholic school administration and staff to monitor and review the school's Progressive Discipline Program annually to:
  - (a) circulate an anonymous school climate survey every two years to students, staff and parents;
  - (b) monitor the maintenance of a positive school climate for learning; and
  - (c) review the outcome of the school climate survey with the Safe Schools Action Team and the Catholic School Council.
- 1.6 The school climate survey will include questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.
- 1.7 The Board will ensure the use of the Safe Schools Incident Report Form referenced in PPM 144 (hereinafter referred to as "the form") as required. The form is used to report serious students incidents to the Principal. The purpose of reporting serious student incidents is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.
  - (a) An employee of the board who becomes aware that a student at a school of the board may have engaged in a serious student incident will report the matter to the principal as soon as reasonably possible. The employee will 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. In cases where an immediate action is required, a verbal report to the principal may be made. A written report must be made when it is safe to do so.
  - (b) In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student will report incidents of behaviour for which suspension or expulsion must

be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship. They will also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him- or herself or to others.

- (c) All employee reports made to the principal, including those made verbally, must be confirmed in writing, using the "Safe Schools Incident Reporting Form.
- (d) Where the principal is the sole witness to an incident, the principal will use the reporting form to confirm in writing what he or she witnessed.
- (e) The principal will investigate all reports submitted by board employees. Once the investigation is complete, the principal will communicate the results of the investigation to the teacher who made the report. 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. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility.
- (f) The principal will not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation. Information that could identify the student(s) involved must not be part of the acknowledgement.
- (g) If the principal decides that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in bullying and students who have been harmed – will be removed from the form before it is filed in the student's OSR. In the case of the student who has been harmed, no information about the incident must be placed in his or her OSR, unless that student's parents expressly request that it be placed in the OSR. In situations where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR. The form and documentation must be kept in the OSR for a minimum of one year. If no further action is taken by the principal, the principal is not required to retain the report.

- (h) In addition to employees of the board, third parties, specified below, who are under contract or agreement with the board will report such incidents in writing to the principal of the school.
- school bus drivers in their transportation policies and contracts;
  - employees and contractors as a condition in their agreements with third-party operators who are providing before- and/or after-school on the school site.
- 1.8 The board will support students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, acceptance of and respect for others, and the creation of a positive school climate, including activities or organizations that promote gender equity; antiracism; the awareness and understanding of, and respect for, people with disabilities; or awareness and understanding of, and respect for, people of all sexual orientations and gender identities.
- 1.9 The Board will not support the establishment of an activity or organization in a school unless there is at least one student who wants to establish and lead it.
- 1.10 The name of an activity or organization must be consistent with the promotion of a positive school climate that is inclusive and accepting of all students in a Catholic school.
- 1.11 Given their obligation to respond to serious student incidents and all inappropriate and disrespectful student behaviour that is likely to have a negative impact on the school climate, board employees (including occasional employees) who work directly with students may need to know, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented as part of progressive discipline in the student's Ontario Student Record (OSR). Principals will share information documented in the OSR with board employees who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, principals will only share the necessary information pertaining to behaviour that may present risk of physical harm. Prior to disclosure, the principal will inform staff that they must treat any information disclosed about a student or incident as confidential.
- 1.12 The Board will provide supports for all students who are affected by serious student incidents and all inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success.

- 1.13 The Principal and the support personnel available to the student, subject to provisions of informed consent as applicable, will meet with the student who has been harmed and their parents to detail the plan to support the student's return to well-being. If the parent is dissatisfied with the plan, the parent may call the appropriate Superintendent of Schools.
- 1.14 Principals will provide the parents of students who have been harmed as the result of a serious student incident with 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
- 1.15 A principal will not notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest. When principals have decided not to notify the parents that their child was involved in a serious student incident, they will document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals will also, if they determine it is appropriate to do so, inform other board employees of this decision. In circumstances where board employees have reason to believe that a student may be in need of protection, board employees will call a Children's Aid Society according to the requirements of the Child and Family Services Act.
- 1.16 In cases where students are being transferred to another school in order to preserve school safety, the Board will coordinate a "transfer meeting" between the school from which the student is being transferred and the receiving school. In cases where the transfer is necessary to protect a student, it is preferable that the student who has been harmed not be moved if at all possible subject to statutory rights.
- 1.17 The purpose of the transfer meeting is to put in place a transition strategy to identify any additional supports and resources that the student may require (e.g., supports provided by school-based employees of the board, by board personnel, or through a community-based service provider, including mental health services). The meeting will include the teachers and other school staff that will have regular direct contact with the student. The student that is being moved and his or her parents will also be invited to the transfer meeting.

- 1.18 The receiving school will be in possession of the student's OSR prior to the occurrence of the transfer meeting, and the OSR will be available to be consulted at the meeting. Prior to the start of the transfer meeting, the principal will inform all staff in attendance that they are directed to treat any information about the student and the incident disclosed at the meeting as confidential.

## 2.0 TERMS AND DEFINITIONS

### 2.1 PREVENTION

Prevention is the establishment and use of programs such as Religious and Family Life Education, Catholic Virtues in Action, bullying prevention, and citizenship development, as well as other positive activities designed to promote the building of healthy relationships and appropriate behaviours.

### 2.2 PROGRESSIVE DISCIPLINE

Progressive discipline is a whole-school approach that utilizes a continuum of intervention, supports, and consequences to address inappropriate student behaviours.

### 2.3 NEXUS

The umbrella for "school behaviour" includes matters which fall under the category of "nexus". Nexus means "relevant". The student's behaviour off school property and/or outside the school day may have a relevant and related impact on the safety and well-being of the school community.

### 2.4 WHOLE SCHOOL APPROACH

A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community. Implementation of a whole-school approach needs to occur at all levels – the board, school, class, individual, family, and community. It involves the development of respectful and caring relationships between staff, between students, and between staff and students. All aspects of school life are included in a whole-school approach, such as curriculum, school climate, teaching practices, policies, and procedures. To improve the school climate, members of the school community need to share information to develop an awareness of factors that have an impact on the school climate and to provide information about the effectiveness of prevention and intervention strategies, practices, and programs in their school. A

whole-school approach is also valuable in addressing such issues as racism, intolerance based on religion or disability, bullying, homophobia, and gender-based violence.

## 2.5 SCHOOL CLIMATE

The school climate is defined as 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. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

## 2.6 Ontario Human Rights Code

Ontario's *Human Rights Code*, the first in Canada, was enacted in 1962. The *Code* is a provincial law that gives everybody equal rights and opportunities without discrimination in the social areas of:

- employment
- accommodation
- goods, services and facilities
- contracts
- membership in vocational associations and trade unions

The *Code's* goal is to prevent discrimination and harassment because of:

- race
- ancestry
- place of origin
- colour
- ethnic origin
- citizenship
- creed (religion)
- sex (including pregnancy)
- sexual orientation
- disability
- age (18 and over, 16 and over in occupancy of accommodation)
- marital status (including same sex partners)
- family status
- receipt of public assistance (in accommodation only)
- record of offences (in employment only)
- gender identity
- gender expression



### **3.0 REFERENCES/RELATED DOCUMENTS**

Bill 212, An Act to amend the Education Act in respect of behaviour, discipline and safety, June 4, 2007  
Ministry of Education Policy/Program Memorandum (PPM) 145, October 4, 2007  
Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007  
Municipal Freedom of Information and Protection of Privacy Act  
Ontario Human Rights Code  
Violence-Free Schools Policy, Second Printing, 1994  
Education Act  
Ontario Regulation 298  
Ontario Regulation 472/07  
PVNCCDSB Safe Schools Resources and Procedures Manual  
PVNCCDSB Records Management Manual  
Religious and Family Life Education Programs  
Catholic Virtues in Action  
Special Education: A Guide for Educators  
Bill 157, An Act to Amend the Education Act, Keeping Our Kids Safe at School, June 5, 2009  
Policy/Program Memorandum No. 144, Bullying Prevention and Intervention  
Policy/Program Memorandum No. 145, Progressive Discipline and Promoting Positive Student Behaviour

### **4.0 RELATED ADMINISTRATIVE PROCEDURES**

AP-S-801, Safe Schools - Suspension, Expulsion, and Appeal  
AP-S-803, Safe Schools - Bullying Prevention and Intervention  
AP-PRC-709, Safe Schools - Code of Conduct  
AP-PRC-706, Valuing Diversity

### **5.0 RELATED FORMS**

Safe Schools Forms (See PVNCCDSB Safe Schools Resources and Procedures Manual)

### **6.0 ADMINISTRATIVE PROCEDURE REVIEW DATE**

October 2018

**7.0 APPROVED BY BOARD**

January 22, 2008

**8.0 EFFECTIVE DATE**

October 22, 2013

**9.0 REVIEW BY**

Superintendent of Schools – Safe Schools

**10.0 LAST REVISION DATE**

October 22, 2013