

**DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD**  
**POLICY/REGULATIONS**

<b>Board Policy Number:</b>	<b>9.03</b>
<b>Subject:</b>	<b>Progressive Discipline</b>
<b>Effective Date:</b>	<b>February 1, 2008; (036) Revised January 26, 2010</b>

In support of a safe learning and teaching environment, in which every student can reach his or her potential, the Dufferin-Peel Catholic District School Board supports the comprehensive and consistent use of a progressive discipline approach, and shall reflect the model of Christian discipleship in its implementation of the Catholic Code of Conduct, in all of its Catholic school communities.

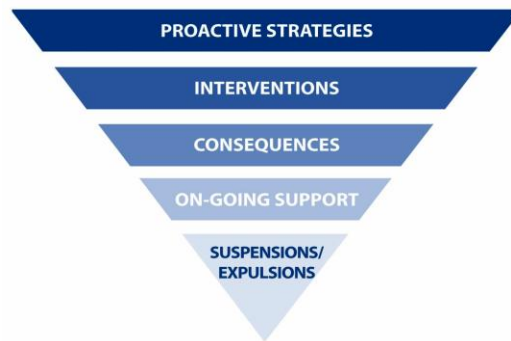
Policy Program Memorandum 145 (progressive discipline), together with the Board's Catholic Code of Conduct, discipline policies and procedures create expectations for behaviour for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Board recognizes that the *Human Rights Code* of Ontario has primacy over provincial legislation and school board policies and other administrative documents.

This policy authorizes the creation of regulations for implementation, which might include requirements described in Ministry of Education Policy Program Memoranda as matters of policy, and any such regulations shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of Education materials and all of which shall be sufficient for the purposes of implementing the requirements of Ministry of Education PPMs.

The Board requires that:

- 1) appropriate action must be consistently undertaken to address behaviours that are contrary to the Catholic Code of Conduct;
- 2) schools must use proactive classroom management strategies and school-wide programs to cultivate positive student behavior, as well as a range of supports, interventions, ongoing supports, and consequences, along a continuum of services, in our commitment to offer a seamless and comprehensive approach to progressive discipline;
- 3) the range of supports, prevention programs, interventions, ongoing supports and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students to make good choices;

- 4) for students with special education needs, supports, interventions, ongoing supports, and consequences must be consistent with the expectations of the IEP; which shall be reviewed and amended at regular intervals and following an incident to ensure that every student with disability related needs is receiving appropriate accommodation up to the point of undue hardship;
- 5) discipline must not be solely punitive and the use of exclusion as a disciplinary measure is prohibited;
- 6) before applying disciplinary measures, the principal/designate and Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required; and
- 7) the Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act as set out in the Ontario Regulation 472/07 and reflected in student discipline settlements with the Human Rights Commission.



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## BOARD REGULATIONS

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### 9.03.01

#### PURPOSE

The purpose of this policy is to direct all school communities of the Board towards a gospel-based approach to student formation, student discipline and community safety. Our shared commitment to the philosophy and practice of Progressive Discipline acknowledges the God-given dignity of each child. This truth speaks to the importance of a consistent process of differentiated discipline that individualizes the school's response to the unique needs of each student and each situation. The policy and regulations herein guide the Board's application of progressive discipline according to our shared belief that children and communities flourish best in faith-filled learning environments that purposefully fashion disciplinary practices after Jesus' model of discipleship. To this end, the healthy development of the whole child, and the integrity of the Christian community,

shall be given our focused attention when we strive to ~

- † prepare students for the responsibilities of Christian leadership and service;
- † promote and support positive student behaviour and respectful learning environments;
- † sustain a safe learning and teaching environment by setting high standards of conduct and exemplary professional practice;
- † create a caring community characterized by mutual support, compassion, forgiveness, mercy, and a belief in the transformative potential of human beings with the help of God's grace;
- † prevent behavioural problems before they occur by anticipating difficulties and taking prudent precautions;
- † broadly consult with colleagues before determining a response to student behaviours, in order to ensure complete understanding of "mitigating" and "other" factors to better inform our discernment process; and
- † recognize the inextricable link between student behaviour and student learning in fostering a classroom environment and school culture that maximizes the probability of each student's success in all areas of their development.

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### 9.03.02

#### ADMINISTRATION OF PROGRESSIVE DISCIPLINE

At the Board, school and classroom levels the Progressive Discipline Policy will be administered under these four constructs: *Christ-centred, Comprehensive, Collaborative* and *Consistent*. All community members will be made aware of these four "C's" as cornerstone characteristics in the development and implementation of the local school's administration of the Progressive Discipline Policy:

- 1) **Christ-Centred** - Progressive Discipline in Dufferin-Peel will be based on Jesus' model of discipleship. Jesus' ministry exemplified the power of positive role models and the importance of trusting relationships in promoting personal conversion and transformation. Discipline in our school communities shall be reflective of this effective mentorship model in which Jesus employed discipline as a tool for learning *not* for punishment. Guided by this model, Catholic educators continue to operate out of a tradition rooted in the notion of discipline as education, from the Latin derivative *disciplina* meaning to *teach* or to *learn*. Jesus' ability to identify with the marginalized, to challenge individuals to radical conversion, to include and accept those of diverse

backgrounds, and to offer unconditional love, mercy, and forgiveness, are examples of the ways in which Jesus’ leadership offers the Catholic school community an exemplar of effective disciplinary practice that both inspires and guides professional praxis. Jesus’ vision of a new law of love that surpasses the letter of the Old Law challenges school communities to exercise loving compassion in enforcement of the Catholic Code of Conduct. The philosophy of progressive discipline offers a practical framework that directs how to enforce the fullness of the spirit of the law beyond adherence to the mere letter of the law.

- 2) **Comprehensive** - Progressive Discipline in Dufferin-Peel acknowledges the value of a staged approach to discipline that utilizes a comprehensive range of proactive prevention strategies, supports, interventions, ongoing supports and consequences that exist for all students at all times, and that ensures a comprehensive response to infractions of the Catholic Code of Conduct when they occur. Thus, the Board, school and classroom progressive discipline practices will be positioned along a comprehensive continuum of services that operates simultaneously at many levels. The notion of a comprehensive continuum of services reflects an awareness of the importance of embedding proactive programs across the curriculum for all students, and of utilizing the principles of progressive discipline in effecting positive change for students who misbehave and for those who are impacted by the challenging behaviours of others. The Progressive Discipline Continuum below will be considered by school communities as they develop, review and reflect upon the role of Progressive Discipline in promoting pro-social skills, preventing misconduct, and addressing challenging behaviours, so as to promote and sustain positive behaviours for all community members.

<i>Progressive Discipline Continuum</i>				
CATHOLIC CONTEXT	CURRICULUM & SUPPORTS	EARLY & ONGOING INTERVENTIONS & CONSEQUENCES	ONGOING SUPPORT	SUSPENSION AND EXPULSION CONSEQUENCES & PROGRAMS
Catholic Worldview and Safe, Caring, Inclusive and Healthy School Communities	Catholic Curriculum and Proactive/Preventative Practices, Programs, Activities, Strategies and Supports	Interventions and consequences as determined through the Progressive Discipline Response Protocol	Progressive Discipline Conferences to develop a Progressive Discipline Plan and facilitate student formation or transformation	Programs for students on long-term suspension and expulsion
<i>Safe Schools Policy and Catholic Code of Conduct</i>				

- 3) **Collaborative** - Progressive Discipline in Dufferin-Peel acknowledges the power of collaboration and the potency of trusting relationships between student and mentor in facilitating growth and positive personal change for the student. Many school community members interface with the student and have the potential of positively impacting the development and maturity of the student. Thus, in order to effectively implement Progressive Discipline, school-wide, all community members will regularly collaborate in planning and delivering proactive programs to promote positive behaviour, and in implementing appropriate interventions (for the whole school, and for particular students), in an effort to support and/or sustain learning. Encouraging student involvement in both prevention and response programs also helps to ensure that Progressive Discipline authentically speaks to the unique needs of children and youth. As challenging behaviours arise, school staff, parents, students, and other community members will collaborate to determine the most appropriate consequences and ongoing supports needed to promote positive personal change. Collaboration will occur amongst those individuals who are available to provide support to a student or group of students - including administrator, teacher, social worker, psychologist, child and youth work, speech/language pathologist, educational resource worker, parent, and any other caring adult who interfaces with the student(s). Thorough collaboration at the critical phases of the Progressive Discipline Response Protocol ensures that the school community provides a comprehensive approach to addressing student misconduct.
- 4) **Consistent** - Progressive Discipline in Dufferin-Peel will be administered with a consistent process based on a shared commitment to a model of Christ-centred discipleship; provision of comprehensive programming within the continuum of services outlined herein; and reliance on a strength-based model of positive personal change that invites the collaboration of students, parents, in-school support teams, and community partners in provision of a seamless “quilt of supports” for all students, at all times. This consistent approach to Progressive Discipline is rooted in an effective management of student behaviours that is predicated on the belief that “fairness is not sameness,” and, therefore, that all consequences for inappropriate behaviours must be discretionary, including decisions around suspensions and expulsions. Therefore, to ensure that schools do *not* employ a “one-size-fits-all” approach to disciplinary practice, the “three factor analysis” and consideration of “mitigating” and “other factors” will be used system-wide in the assessment, investigation, and follow-up of inappropriate student behaviours. In this way, personalized solutions will be reflectively undertaken with consideration for the unique individuals and circumstances involved.

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### 9.03.03

#### ESTABLISHING PROGRESSIVE DISCIPLINE PRACTICES

Progressive Discipline practices will be established system-wide that:

- 1) embed a 'whole school approach' to progressive discipline;
- 2) adopt prevention and early intervention strategies;
- 3) adhere to the Board-approved *Progressive Discipline Response Protocol* (see Procedure 9.03.03.04) to address specific infractions of the Catholic Code of Conduct; and
- 4) implement Restorative Practice in order to:
  - a) effect satisfactory restitution and care for those victimized by student misconduct;
  - b) ensure resolution of fractious and divisive issues amongst students; and
  - c) promote reconciliation of individuals involved in circumstances that impact school safety and discipline.

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### 9.03.04

#### UPHOLDING PROGRESSIVE DISCIPLINE PRACTICES

At the Board, school and classroom level all staff, students, parents and community members will uphold the practice of Progressive Discipline by commitment to the following *Guiding Principles*:

- 1) **The Catholic Worldview** - School communities in Dufferin-Peel play an important role in leading students along a path of Christian formation that integrates faith and life in its provision of supports, interventions and programs that provide students with opportunities for personal growth and transformation. Prevention programs that teach prosocial skills, and response protocols that appropriately address misconduct, reflect the distinctive character and charisms of the Catholic school which aims to educate the soul of the student for a life of joyful service.
- 2) **A Nurturing Environment** - School communities in Dufferin-Peel strive to foster relationships of respect, inclusivity, deep caring, and good humour, wherein all community members are encouraged to live up to the ideals of a Christian life. The school supports its students in the cultivation of the virtues and social skills for a life of compassionate service that conforms to the highest possible standards of behaviour, as articulated in the Catholic Code of Conduct. In this nurturing environment, all individuals are encouraged to take personal responsibility for their actions and to challenge others to do the same. Every school is a unique community which is encouraged to tap into its distinctive strengths and gifts to deliver programs and services that contribute to sustaining this nurturing Catholic environment.

- 3) **Differentiation for the Learner** - School communities acknowledge that each student is a unique and irreplaceable gift of God. All students have the right to a respectful and safe venue in which to explore their gifts and take risks without fear of ridicule. In this safe environment, students feel they are valued and deeply cared for, and instructional strategies and disciplinary measures are differentiated to address the unique needs of the individual. Accommodations for optimal academic, social and physical development provide the necessary scaffolds to support students along their individual developmental continuum. Successful Progressive Discipline depends on the special relationship between mentor and pupil, and therefore requires that wisdom and discretion be exercised to provide the most appropriate proactive strategies and disciplinary measures to address the unique aspects of each circumstance—giving due consideration to student exceptionalities, disabilities, and the particularities of the situation.
- 4) **Focus on Personal Transformation** - School communities in Dufferin-Peel approach all classroom management challenges, student misconduct, and violent incidents as opportunities to consider creative responses that encourage improved behaviour. This commitment requires that school staff and parents consistently orient their thinking to a strength-based model of positive personal transformation. From this perspective, the community sensitively explores resources and strategies geared to transform a negative situation into a positive one. This shift is achieved by teaching new skills, providing interventions and supports that prompt change, and communicating a message that “all are welcome.” In this compassionate environment, the emphasis of student discipline is on transformation and growth. For students not ready for or capable of change, interventions beyond the capabilities of the school may need to be explored through access to alternative programs, all the while maintaining the invitation to return to school when positive transformation has occurred.
- 5) **Emphasis on Youth Empowerment** - School communities in Dufferin-Peel acknowledge the significant influence of positive student leadership. Involving students in the prevention and early intervention of unhealthy peer relationships and negative group dynamics is critical. Therefore, programs that enhance the ability of students to positively/safely intervene when incidents occur, and that help them to advocate for marginalized students go a long way in creating an inclusive school community where all feel safe and comfortable. School staff and parents shall encourage student involvement in developing and delivering programs that foster pro-social skills and a commitment to a climate in which students acknowledge that school safety is everyone’s business.
- 6) **A Team Approach** - School communities in Dufferin-Peel strive to communicate, collaborate and cooperate in offering a seamless and comprehensive system of supports that wraps around each student. This team approach acknowledges the value of the unique perspectives and diverse expertise of the school staff, special

services staff, community partners, peer mentors and parents as they work together to address behavioural problems and offer a breadth of services and programs school-wide that foster a respectful and caring Catholic culture.

- 7) **Building Authentic Catholic Community** - School communities in Dufferin-Peel strive to create a truly authentic Catholic culture animated by gospel values and rooted in a belief in the dignity of persons created in God's image. Catholic education proclaims a view of community that is Church-centred, wherein all community members are understood as playing a vital role in the shared responsibility for the formation of all individuals that together form the "Body of Christ." Thus, our Christian mission compels us to address student misconduct and signals the entire community to explore and exhaust a repertoire of creative ways to reach out to correct, guide and support its vulnerable members; and at the same time, protect the safety and integrity of all. School communities are guided by the scripture which reminds us "[that] if one member suffers, all suffer together with it: if one member is honoured, all rejoice together with it." (1 Cor. 2:26).
  
- 8) **Avoiding Use of Negative Practices** - Staff help to ensure that students experience safety, belonging, and a sense of Catholic community when they **avoid:** use of disciplinary practices that are inconsistent with accepted school practice; use of physical punishment; use of sarcasm, ridicule, humiliation, yelling and screaming; use of disciplinary techniques that provoke and/or escalate confrontation; constant fault-finding or nagging; use of intimidation or harassment; "making an example" of an individual student within a group of misbehaving students; punishment of an entire group of students for an offence by an individual; demand of a public apology beyond those persons affected by the misbehaviour; assignment of additional academic work as punishment; assignment of repetitive copying exercises as a consequence or punishment; adjustment of marks based on behaviour (lowering marks for negative behaviour, increasing marks for positive behaviour); use of curriculum-related activities as privileges or punishments based on behaviour (e.g. art lesson, physical education class); use of upcoming special activities as bribes or threats; and failure to follow through on promises and commitments used to manage behaviour (e.g. saying, "When you finish your work, then you will have time on the computer," and then failing to permit use of the computer when the work is completed according to schedule.).

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## 9.03.05

### ENFORCING PROGRESSIVE DISCIPLINE PRACTICES

At the Board, school, and classroom level, all staff, students, parents and community members will be encouraged to ensure strict adherence to the following standards, protocols, and procedures:

- 1) Standards of Behaviour for All as prescribed by the Catholic Code of Conduct.
- 2) Application of the *Three Factor Analysis* in response to infractions of the Catholic Code of Conduct, as described in Policy/Program Memorandum No. 145, page 4.
- 3) Consideration of “*mitigating*” and “*other*” factors in assessing these infractions and determining appropriate personalized interventions, consequences and on-going supports as described in Ontario Regulation 472/07 “Suspension and Expulsion of Pupils”.
- 4) Consistent use of the *Progressive Discipline Response Protocol* when challenging behaviours arise.
- 5) Consistent application of the *Suspension Guidelines and Expulsion Guidelines* when such serious consequences become necessary.
- 6) Assurance that students on suspension or expulsion will have an opportunity to continue their education; and that for students on suspension for 11 or more days a pro-social skill training element will comprise some part of the program offering.

### ROLES AND RESPONSIBILITIES OF ALL

All members of the DPCDSB Community are expected to:

- ◆ uphold high standards of personal conduct;
- ◆ model respectful and positive interpersonal skills;
- ◆ exercise self-discipline;
- ◆ take personal responsibility for their actions and engage in restorative practices to help mend relationships impacted by challenging behaviours; and
- ◆ participate in all phases of the Board approved Progressive Discipline Continuum.

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## 9.03.06

### THE ROLE OF THE BOARD

The Board's role in the effective implementation of Progressive Discipline system-wide includes the following:

- 1) Requiring that all schools in the Board develop policies and procedures for the consistent administration of a whole school approach to Progressive Discipline that shifts the focus from one that is solely punitive to one that is both corrective and supportive and that is comprised of the following elements:
  - a) a range of supports, interventions, ongoing supports and consequences, including circumstances in which short-term suspension, long-term suspension, or expulsion may be the response required;
  - b) ongoing leadership in communicating to the system the important link between student behaviour, school safety, and student learning outcomes;
  - c) ongoing professional development re: the link between differentiated instruction and progressive discipline in educating the whole child;
  - d) development and promulgation of prevention and early intervention programs that attempt to anticipate possible problems by identifying vulnerable students and potentially explosive situations well in advance of any misconduct;
  - e) communication of messages, training and curriculum support to maintain and strengthen the Virtues Program in promoting positive student behaviour;
  - f) an initial and ongoing training strategy for administrators, teachers (and all those with direct responsibility for students), in the Board-approved *Progressive Discipline Response Protocol* to equip the school community to address challenging behaviours as they arise;
  - g) familiarize the wider school community (e.g. school secretaries, custodians, parents, volunteers, community agencies, bus drivers) with the Board's Progressive Discipline Policy to ensure that the entire community has a basic awareness of the policy;
  - h) ongoing support for teachers and administrators through such opportunities as new-teacher induction programs and e-learning to build capacity regarding the progressive discipline protocols and to sustain a safe teaching and learning environment;

- i) broad collaboration at the Board, school and classroom level to maximize the effective use of the in-school support team and a more expansive understanding of “team”;
  - j) a process for building on existing partnerships and for developing new partnerships with community agencies, including local police services, for the purpose of supporting students and families;
  - k) training in Restorative Practice to build-capacity system-wide; and
  - l) Boardwide leadership training programs (e.g. student government, peer mediation, peer mentorship) to empower students to share in the responsibility of creating a safe school;
- 2) The Board is required to ensure the consistent administration of the Ministry-approved suspension and expulsion protocols as outlined in Part XIII of the Education Act where a pupil who has committed one or more of the infractions outlined below on school property, during a school-related activity or even, and/or in circumstances wherein the infraction has an impact on the school climate. In addition, all mitigating and other factors must be considered, as required by the Education Act and as set out in Ontario Regulations 472/07. The Board shall arrange for a Disciplinary Committee of three trustees to be available to hear appeals to the suspension/expulsion process.
- 3) The supervisory officer delegated to be responsible for Suspensions and Expulsions shall have the powers and duties outlined in the following documents:
- a) Suspension Investigation Guideline
  - b) Suspension Guideline
  - c) Expulsion Investigation Guideline and
  - d) Expulsion Guideline

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### 9.03.07

#### THE ROLE OF TRUSTEES

The Trustees, in the capacity of Board Discipline Committee\*, will convene to:

- 1) consider appeals of Principal suspension by conducting the suspension appeals in accordance with the **Suspension Appeal Guideline**
- 2) consider Principal recommendations for expulsion by conducting expulsion hearings in accordance with the **Expulsion Hearing Rules**

The Discipline Committee will have the powers as set out in the Education Act and any other powers necessary and shall consider the *Human Rights Code* of Ontario prior to implementing any appropriate order.

\*The Board Discipline Committee shall consist of no fewer than three (3) Trustees.

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## 9.03.08

### THE ROLE OF THE PRINCIPAL

The Principal assumes a leadership role at the school level to ensure that Progressive Discipline is embedded in professional praxis along a continuum from prevention to intervention to consequencing of behaviours; and that the approach undertaken shall be a comprehensive whole school one - characterized by a Christ focus, a collaborative/team approach to the full implementation of a strength-based model of positive personal change, forgiveness and reconciliation at the heart of restorative practice, a commitment to the consideration of the unique needs of the whole child, and a personalized approach to school discipline that holds out hope for the personal transformation of even the most struggling student. A Principal will ensure that Progressive Discipline is consistently applied at the local school level when he/she:

- 1) strives to create an authentic Catholic culture where community members recognize their distinct call to become part of a faith community rooted in gospel values and guided by the belief that discipline is a tool for learning and positive personal change;
- 2) draws upon evidence-based practices in the implementation of a variety of prevention programs designed to improve student behaviour, build community, and promote personal faith formation;
- 3) involves the entire school community in prevention programs and pro-social skill training, with particular attention to youth leadership and parent involvement;
- 4) ensures that all school staff is well-versed in the Progressive Discipline Response Protocol (PDRP) and provided with several opportunities, annually, to review hypothetical scenarios using the PDRP;
- 5) ensures that the range of supports, interventions and consequences employed at the school level are developmentally appropriate and include opportunities for students to reinforce positive behaviours and to learn to exercise personal conscience in making good choices;
- 6) facilitates broad consultation amongst in-school support teams, special services staff, parents and students in facilitating appropriate interventions and supports to address challenging behaviours;
- 7) seeks to involve students in problem-solving, school enhancement, and policy direction to ensure that students feel valued and respected; and to create a sense of student ownership of and responsibility for the school community;
- 8) provides access to appropriate teachers and counselors to assist with personal problems, peer issues, and school and career concerns;

- 9) encourages actions to enhance physical spaces and/or remodel school areas that are prone to problems;
- 10) encourages staff to be role models for effective communication, mutual respect, and positive problem resolution;
- 11) facilitates partnerships that support positive student behaviour between home, school and parish, and which enhance supportive intervention strategies, networking and collaboration with the police and community agencies;
- 12) fosters a welcoming school environment to encourage increased participation by parents in their child's education, school activities, and school policy-making;
- 13) encourages school staff to engage in informal consultation with colleagues in order to improve competency in early identification and redirection of challenging student behaviours;
- 14) promote effective school-classroom management techniques;
- 15) consistently follows due process when assessing and investigating student misconduct to ensure that thoughtful consideration is given to the *Three Factor Analysis* and "Mitigating" and "Other" factors, with particular vigilance that appropriate interventions, supports and consequences are administered for students with special education needs, and that these actions are consistent with the expectations of the student's *Individual Education Plan*;
- 16) ensures that when discipline concerns arise all students are treated with respect and fairness and given an opportunity to share his/her side of the situation, and to be assigned a consequence in a reasonable and impartial manner;
- 17) is familiar with, and completes, all pertinent forms regarding the steps in progressive discipline up to and including **suspension and expulsion**, ensuring that full documentation is undertaken in the most accurate, objective and factual form;
- 18) carefully reviews all applicable policies, procedures and protocols to determine the Board's approved practices and available resources and the steps that a Principal is required to take in regards to the School Board's interpretation of the flexibility afforded by the Ministry of Education PPM 145;
- 19) take care to consider each of the elements of the pupil's IEP to tailor the progressive discipline approach to each of these aspects;
- 20) when considering whether a student has engaged in certain conduct recognizes that he/she is only required to be satisfied on a balance of probabilities (i.e. that it is more likely than not) that the conduct took place; thus, administrators will be required to

use their best judgment in order to fairly determine whether they believe the student engaged in the activity.

- 21) informs the parent and/or adult student of their right to request an appeal of any decision resulting in suspension or expulsion;
- 22) when suspending a student for eleven (11) days or more, completes an investigation, as required by the Education Act, which is consistent with the expectations for Principal investigations outlined in the Board's Suspension Investigation Guideline .
- 23) when suspending a student for twenty (20) days or less, pending an expulsion, attempts to facilitate the scheduling of an Expulsion Hearing before the suspension period is complete (note: without consent to extend the timeframe, no expulsion will be heard after twenty (20) days; and if the suspension ends before twenty (20) days, the student could return to school pending expulsion);
- 24) before recommending an expulsion, completes an investigation, as required by the Education Act, which is consistent with the expectations for Principal investigations outlined in the Board's Expulsion Investigation Guideline ;
- 25) in the case of suspension and expulsion, ensures that the *Student Action Plan* fairly and accurately represents the most reasonable course of action in terms of maintaining the student's academic progress and facilitating positive personal change;
- 26) assures that the re-entry plan after suspension and expulsion is a comprehensive and compassionate one - mindful of the extent to which the student may require monitoring and ongoing supports to sustain improvement; as well as assistance in restoring relationships amongst community members;
- 27) strives to build capacity amongst community members regarding appropriate strategies that enable the community to undertake a restorative approach to misconduct when it occurs;
- 28) informs parents, through a phone call or letter, of a pattern of misbehaviour or of a serious incident that requires an escalation of consequences, such as suspension or expulsion; and will assist parents in following Board procedures;
- 29) ensures effective implementation of Progressive Discipline system-wide using the following accountability features:
  - a) The Board will provide **performance indicators** for monitoring, reviewing and evaluating the effectiveness of the Progressive Discipline Policy in support of a positive school environment for learning;

- b) A student IEP may include recommendations re: appropriate supports and/or interventions to minimize the probability of behavioural problems;
  - c) School staff are encouraged to document the supports, interventions and consequences undertaken to promote positive student behaviour and to deal with infractions of the Catholic Code of Conduct;
  - d) School staff are encouraged to document formative consequences undertaken in response to behaviours, as well as those “mitigating” or “other” factors that impacted their decision;
  - e) Statistical data may be gathered at the school level and submitted to the Board, on request, regarding numbers of behaviours reported to the office and action taken including suspension and expulsion data, numbers and status of appeals, etc.;
  - f) The Board will record all training, professional development and/or Boardwide initiatives to promote positive student behaviours;
  - g) School climate data will be reported, as requested, and utilized to inform “next steps” in the ongoing implementation of progressive discipline school-wide; and
  - h) the Board will develop procedures for school and system-wide reviews of all policies, procedures and protocols applicable to the effective implementation of progressive discipline including a process for refinement of prevention and response protocols, and a mechanism to make recommendations for next steps in the ongoing evolution of “best practices”.
- 30) attends to data pertinent to the effective administration of Progressive Discipline and School Safety. The data will be available to the Safe School Action Team at the local school level to celebrate successes and plan for future initiatives at the school level.
- 31) communicates Progressive Discipline and School Safety to the student’s school and community (e.g. student agenda/planner).

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### 9.03.09

#### THE ROLE OF TEACHER AND SUPPORT STAFF

Teachers and other school staff will implement a model of Progressive Discipline at the school and classroom level that aligns with the Ministry requirements as outlined in Policy and Program Memorandum 145, and that is rooted in Jesus' model of discipleship. Discipline will be understood within the context of the cherished relationship of mentor and pupil in which a positive, caring role model has a potentially powerful impact on student formation and in the cultivation of a nurturing Catholic culture. Teachers and other school staff who exercise Christian discipline are motivated by a hope and belief in the essential dignity of each student and, by a commitment to discipleship as characterized by unconditional love, acceptance, trust, mercy and forgiveness.

It is the expectation of the Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis, including administrators, teachers, educational resource workers, social workers, child and youth workers, psychologists, and speech and language pathologists, shall, in accordance with Board procedures, respond to any such inappropriate and disrespectful behaviour or any other behaviour that causes a negative school climate or for which a suspension or expulsion may be imposed, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.

From the Catholic Christian perspective teachers and school staff collaborate to ensure that:

- 1) the classroom is a safe, caring and inclusive place to learn;
- 2) students are encouraged in their positive behaviours and are given opportunities to exercise greater personal and social responsibility, independence, cooperation and good judgment;
- 3) routines and classroom rules are well-established by creating a system of encouragement and warnings, applying consequences in a fair and judicious manner, and documenting each student's personal and social development, including behavioural concerns;
- 4) a pattern of misbehaviour which is unsafe, unkind, to detract from a positive learning environment, will be reported by the classroom teacher, the principal, and parent;
- 5) instructional strategies and disciplinary tactics acknowledge the important connection between student behaviours, safety and belonging, and student academic progress;

- 6) a staged approach to discipline is tailored to guide, instruct, correct and encourage students;
- 7) responses to challenging behaviours are compassionate and thoughtful, intended to transform attitudes, values and behaviours; thus, students are given support, reminders, classroom consequences and referrals to “team” members in order to encourage more acceptable behaviour;
- 8) incidents of acting-out which jeopardize the safety of students and/or staff will be dealt with in the least intrusive manner possible, recognizing that relationships of trust must not be compromised;
- 9) school staff approach crisis incidents as opportunities for student learning;
- 10) consequences shall be assigned for misbehaviour in a fair and judicious manner that reflects the severity and the frequency of concern, the student’s record of misbehaviour and any “mitigating” or “other” factors that may influence the decision;
- 11) there is respect for the dignity of all persons created in God’s image and a commitment to cooperate with God’s grace underpins classroom progressive discipline practices;
- 12) there is recognition of the transformative potential of humanity, and opportunities for a “fresh start” when genuine remorse is expressed, are central features of disciplinary interventions at the classroom and school levels;
- 13) a particular behaviour or infraction is understood simply as a “moment in time” which must be contextualized within what can be learned about the whole child and the whole story;
- 14) communication with parents and other school staff provide information in consideration of the *Three Factor Analysis* and assessment of “mitigating” and “other” factors;
- 15) the application of progressive discipline requires reflective thinking and collaborative problem-solving to work out the best solutions to often complex problems;
- 16) there is shared understanding of how to work through the various phases of the *Progressive Discipline Response Protocol*; in particular, in reaching agreement on an accurate description of behaviours that will be considered minor, moderate, serious or severe at the local school level;

- 17) progressive discipline is seen as an ongoing invitation for students to learn from their mistakes and to grow and mature through effective educative interventions, supports and consequences;
- 18) consequences for misconduct have a clear relationship between the misbehaviour and the nature of the consequence;
- 19) due consideration is given to student exceptionalities, the details of the circumstance, the severity and pervasiveness of the behaviour(s), and the strategies that are most likely to improve social skills and renew relationships; and
- 20) parent communication with regards to student conduct is effective and meaningful.

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### 9.03.10

#### THE ROLE OF STUDENTS

Students of Dufferin-Peel are our cherished hope for the future and the sacred trust of Catholic education. Staff, parents and parish strive to prepare students to answer the call of discipleship. The Catholic curricula and culture help in the formation of students as they discern a meaningful vocation and develop a zealous commitment in service to God, family and community. This holistic Christian formation effectively integrates faith and life in a learning process that is distinctively rooted in gospel values while effectively implementing Ministry of Education course/program expectations. In this Catholic school culture all students are expected to uphold the highest standards of personal conduct, to strive for academic excellence, to positively contribute to the community life of the school, and to embrace the gospel values and living traditions of the Catholic Church, as articulated in the Ontario Catholic Graduate Expectations.

## THE ONTARIO CATHOLIC GRADUATE EXPECTATIONS

The Ontario Catholic Graduate Expectations provide an image of the Catholic learner and a vision for the graduate of Catholic schools in Ontario. These distinctive expectations are shaped by a vision and destiny of the human person that emerges from the Catholic faith tradition and is best understood within the context of a human journey accomplished in community, in solidarity with brothers and sisters in the Church, and beyond. These expectations provide the broader vision within which the Catholic Code of Conduct is situated.

The Ontario Catholic Graduate is expected to be:

- a discerning believer formed in the Catholic Faith Community, who celebrates the signs and sacred mystery of God's Presence through word, sacrament, prayer, forgiveness, reflection and moral living;
- an effective communicator, who speaks, writes and listens honestly and sensitively, who responds critically in light of gospel values;
- a reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- a self-directed, responsible, life-long learner who develops and demonstrates their God-given potential;
- a collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good;
- a caring family member who attends to family, parish, and the wider community; and
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Students participate in the comprehensive implementation of progressive discipline at the school level by:

- 1) acknowledging that school safety is everyone's business;
- 2) standing up for the most vulnerable members of the community;
- 3) safely reporting and/or intervening when student misbehaviour is witnessed;
- 4) participating in youth leadership/empowerment projects to promote positive student behaviour;
- 5) acting as positive role models by interacting with others cooperatively and fairly, resolving conflicts using non-violent strategies, treating others with respect, responding politely to adult direction, and adhering to the Catholic Code of Conduct; and
- 6) helping victims of student misconduct to recover from the incident and to face the future with hope.

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## 9.03.11

### THE ROLE OF PARENTS AND GUARDIANS

Parents cooperate with the school community in upholding the standards of the Catholic Code of Conduct and maintaining a safe, caring, inclusive and healthy Catholic learning community. Parents play a critical role as positive role models for their children and as attentive observers of and listeners to their child's behaviour(s) and attitudes about school. Trust and open communication with parents is pivotal to a student's success at school. Parents help to facilitate the effective implementation of progressive discipline at school when they:

- 1) become familiar with school policies and protocols re: student safety and discipline;
- 2) empower students to live out gospel values in daily life;
- 3) familiarize themselves with the School Code of Conduct and all school rules pertinent to student conduct;
- 4) encourage students to follow school rules;
- 5) communicate to their child that school safety is everyone's responsibility;
- 6) encourage their child to become a positive leader in the school community;
- 7) stress with their child the importance of standing up for the weak and vulnerable;
- 8) recognize challenging behaviours that impact their child and respond/report appropriately;
- 9) safely report incidents that threaten school safety or the integrity of the Catholic school culture;
- 10) assist school staff in dealing with disciplinary issues affecting their child, as guided by the board's progressive discipline protocols;
- 11) emphasize with their child the importance of discipline as a tool for learning;
- 12) follow due process in the event of a suspension or expulsion; and
- 13) participate with the school in the development of the Student Action Plan (prompted by suspension or expulsion) and follow-up with its administration, as required.

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### 9.03.12

#### THE ROLE OF TEAM

Central to the practice of Progressive Discipline is the power of a deeply caring “team” of individuals who collaborate, communicate and consult in crafting a seamless and comprehensive system of supports that wraps around each student. This “quilt of supports” is comprised of all the people who regularly interface with the student, and all those who could be called upon to provide additional support when particular issues arise. Currently, within schools there are numerous team structures which are defined by function. The following is a sample list of teams:

- In-school Support Team
- Safe School Action Team (Bullying Prevention Team)
- Student Success Team
- Credit Recovery Team
- Capacity Building Team (CBT)
- Family Improvement Team (FIT)
- Pastoral Team
- School Council

There may be significant overlap in the constituent membership of these various teams. At all times, the focus of the teams is the growth and development of the individual student. In fact, it is important to note that the name of the team should not limit the function of the team. Rather, the function of the team should be determined by the needs of the student (attendance, academics, behaviour, learning needs, program, placement, etc.). Through its process of fact-finding, assessment, reflection, problem-solving and action, the “team” demonstrates the power of a collaborative approach in fostering positive change and student success.

The *in-school support team* meets regularly and frequently to consult, problem-solve, and develop strength-based solutions that focus on positive personal change for a particular student. “Team” members contribute to the effective implementation of progress discipline at the school level by contributing in the following areas:

- 1) early identification of children who may be prone to exhibiting challenging behaviours or being victimized by the behaviours of others;
- 2) assisting teachers in implementing strategies that can support these vulnerable students thereby preventing misconduct and re-directing negative energy in more positive directions;
- 3) consulting with parents in establishing home rules and routines conducive to positive student behaviour;

- 4) providing mentorship in cultivating positive student behaviour;
- 5) assisting with the development of school programs that foster healthy relationships, such as conflict resolution and peer mediation programs;
- 6) assisting the school administration in identifying and understanding the impact of “mitigating” and “other” factors on particular student behaviours;
- 7) consulting with school administration in the Assessment and Investigation phases of the *Progressive Discipline Response Protocol* by providing background about the “whole child” and the “whole situation;”
- 8) consulting with teachers and school administration in the Resolve phase of the *Progressive Discipline Response Protocol* to determine the most appropriate formative consequence, and assist with the development of a *Student Action Plan*, as required; and
- 9) consulting with the school administration to assist the student and teachers in facilitating a suitable re-entry plan for a student returning from suspension or expulsion—including provision of a sincere “welcome back,” and supports and monitoring to ensure that a positive change in student behaviour is sustained.

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### 9.03.13

#### THE ROLE OF PARISH

The parish, in the person of the pastor or other parish staff members, assists in the provision of services along the Progressive Discipline Continuum by:

- 1) fostering connections with the school that reinforce gospel values, virtue formation, and the importance of positive relationships in building Christian community;
- 2) providing positive Christian role models to students;
- 3) reinforcing the message that discipline in a Catholic school reflects Jesus’ model of discipleship, wherein the purpose of discipline is to educate the child and foster personal growth and development; and
- 4) assisting the school community, where time permits, in providing appropriate supports for students and families who are struggling with behavioural issues or victimization of their child, particularly when personal or familial vulnerabilities require a compassionate ‘whole community’ response.

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### 9.03.14

#### THE ROLE OF COMMUNITY PARTNERS

Community Partners assist the school in the provision of services along the Progressive Discipline Continuum by:

- 1) offering valuable assistance in the front-line delivery of prevention and intervention programs that promote youth engagement;
- 2) assisting in the rehabilitation and transformation process of students who are struggling with challenging behaviours and/or victimization;
- 3) collaborating with the school and the student's family in the development and delivery of the pro-social training component of a *Student Action Plan* for a student on Suspension or Expulsion;
- 4) sustaining positive change, once a student has returned to school after suspension and/or expulsion, through the offer of healthy, wholesome venues for students to continue to make positive changes in their lives; and
- 5) offering support to their families (e.g. counseling).

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### 9.03.15

#### THE ROLE OF POLICE

Police are essential partners in the whole school approach to the implementation of Progressive Discipline. Through the Neighbourhood Policing Unit, the police:

- 1) offer a range of prevention programs that educate students about the dangers of engaging in risky behaviours that could potentially jeopardize school safety, personal health and well-being;
- 2) investigate in accordance with the Board's Police and School Response Protocol which is based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education; and
- 3) provide ongoing monitoring and support to the student returning to school after Suspension or Expulsion, as time permits, to help sustain positive personal change for the student.