

1. Purpose

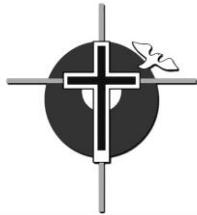
As a Catholic Community, it is our purpose to create communities of peace which respect individuality and celebrate harmony. Schools within the Catholic District School Board of Eastern Ontario (CDSBEO) strive to promote and develop responsible behaviour based on Gospel values and shared discipleship. It is imperative that we recognize that each member of our community is a child of God and that, as educators and support staff, we are called to respond with care and concern to the face of God as discerned in each of our students. Our Catholic Graduate Expectations and the Seven Gifts of the Holy Spirit serve to enhance our common vision in promoting responsible behaviour and productive citizenship in each of the pupils of the Catholic District School Board of Eastern Ontario.

The CDSBEO identifies that we are “*Called to Serve...as Disciples of Christ*”. We embrace our call to care, our call to action, and our call to rebuild. Our response to student choices must be consistent but tempered in a manner that reflects true consideration of all of the facts gathered during a fair and thorough administrative investigation. School principals will establish local progressive discipline procedures to be followed within the school.

A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviours and interactions. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

2. Administrative Procedure

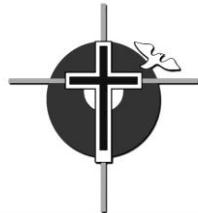
- 1) The Catholic District School Board of Eastern Ontario will follow a progressive model of discipline as outlined in the Ministry’s Bill 13 and PPM 145. This model is further developed so that it is framed in a manner that reflects our common beliefs. Discipline is viewed as a whole-school child-centered continuum of interventions, supports, and consequences that address inappropriate student behaviour and recognize positive behaviour that is characteristic of the majority of our students.
- 2) All persons within the Catholic school community are to be treated with respect and dignity. As each adult strives to think clearly, act wisely, feel deeply, and live responsibly, they model the behaviour that we ask our students to embrace. It is the responsibility of all to be aware of their rights and the rights of others and to act accordingly to create a safe, inclusive, and accepting school climate in which every student can succeed.



- 3) Principals will support students who wish 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. 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. In establishing such groups principals will use the Respecting Difference Guidelines: A resource for Catholic schools in the Province of Ontario (OCSTA) to assist them.
- 4) Prevention strategies will be designed to promote and support positive student behaviour and early and ongoing intervention. Such strategies will serve to foster a positive school climate that supports academic achievement for all students.
 - a) **Progressive discipline**
 - i. is a whole-school approach;
 - ii. occurs in a community of believers who share a common faith;
 - iii. is created in a school climate of respect for the individual that celebrates harmony;
 - iv. celebrates positive student behaviour;
 - v. builds upon strategies that promote positive student behaviours;
 - vi. addresses inappropriate student behaviour before it becomes more serious;
 - vii. considers progressively more serious consequences for inappropriate behaviour that is repeated or for progressively more serious inappropriate behaviour, taking into account mitigating and other factors;
 - viii. applies disciplinary measures within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive;
 - ix. utilizes a continuum of interventions, supports, and consequences that includes learning opportunities for reinforcing positive behaviour while helping students to make good choices; and
 - x. will actively engage parents and community stakeholders so that all possible supports for the student are fully explored (see section b(vi)).

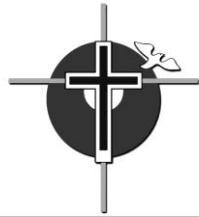
b) Prevention and Awareness Raising

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



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- i. Progressive discipline procedures will be consistent with the **Education Amendment Act (Accepting Schools Act – Bill 13) 2012**;
 - ii. Local progressive discipline procedures will be consistent with board procedures and board principles and values.
 - iii. The process for the development of local progressive discipline procedures will involve consultation with members of the Catholic School community (i.e., staff, Catholic School Council, priest, chaplain, students, and parents (where applicable)).
 - iv. Local progressive discipline procedures will be applied to promote positive behaviour for all students within the school community.
 - v. Local progressive discipline procedures will be clearly communicated to staff, students, and parents annually so that student behavioural expectations and progressive consequences are clearly outlined. The process of communication with parents may be supported by a Board created Safe Schools Resource and Administration Manual.
 - vi. All options and resources from support agencies will be explored, as required.
- 5) Principals are only permitted to 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.
 - 6) Mitigating and other factors will be taken into account when considering how progressive discipline is implemented up to and including the decision of whether or not to suspend or expel a student.
 - 7) Support must be provided 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 relationships, making choices that support continuing their learning, and achieving success.
 - 8) Members within the school community will follow progressive means to promote positive student behaviour. The goal of the policy is to support a safe and accepting learning and teaching environment in which every student can reach his or her full potential. Prevention is key, but it is recognized that consequences need to be corrective and supportive and not solely punitive in order to reflect the tenets of the faith we share.



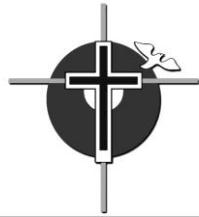
In the case of a serious incident, long-term suspension or expulsion may be the appropriate response.

- 9) In cases where students are being transferred to another school in order to preserve school safety, a transfer meeting will be coordinated 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.

The meeting must occur before the student attends class. The receiving school must also be in possession of the student's OSR prior to the occurrence of the transfer meeting, and the OSR must be available to be consulted at the meeting.

3. Guidelines

- 1) A continuum of intervention strategies provides the framework for the progressive discipline policy. It is based on the beliefs that all students can learn, that learning includes but is not restricted to acquisition of academic skills, and that all students are inherently good and deserve to be given the necessary opportunities to develop this goodness in a manner that promotes student success spiritually, emotionally, physically, and socially.
- 2) Appropriate action must consistently be taken to address behaviours that are contrary to provincial and Board Codes of Conduct. Such action must be in keeping with the student's age, history, and level of development. For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the **Individual Education Plan (IEP)**. The board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.
- 3) The range of interventions, 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 make good choices.
- 4) Opportunities for student leadership such as student government, peer mediation, and/or peer mentorship will be provided.

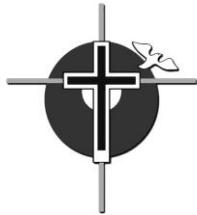


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- 5) **Partnerships** will be fostered which support positive student behaviour through the home, school and parish and which maintain and enhance supportive intervention strategies with the police and community agencies.
- 6) **Annual Training** regarding the implementation of progressive discipline and the creation of a positive school climate will be provided for all administrators, teachers, student support workers and educational assistants. Implementation procedures will be contained in the Board's Safe Schools Resources and Administration Manual.
- 7) The Board will establish **performance indicators** for monitoring, reviewing and evaluating the effectiveness of its Progressive Discipline policy in supporting a positive school environment for learning
- 8) **Positive intervention strategies** will be identified for schools in the Safe Schools Resource and Administration Manual.
 - a) **Called to Care:** Reminder and reflection. Inappropriate behaviour and minor isolated infractions. The documentation process should begin if repeated behaviours occur. Possible interventions strategies may include but are not limited to:
 - teacher redirection
 - verbal reminder/reprimand by teacher
 - time for personal reflection (oral or written)
 - time out in classroom
 - quiet area to work
 - teacher reviews Code of Conduct with student and/or parent(s)/guardian
 - expectations reviewed with student and/or parent(s)/guardian(s)
 - loss of recess or other privileges
 - short in-class detention (i.e., 5-15 minutes)
 - b) **Called to Action:** Resolution and restitution. Major infractions including repeated minor infractions. Documentation of student history is required. Possible intervention strategies may include but are not limited to:
 - teacher contact with parents (agenda, note, telephone)
 - behaviour contract between student and teacher
 - reward/monitoring system for desirable behaviour
 - a member(s) of the school team will meet with teacher(s) and student(s)



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- a member(s) of the school team will review Code of Conduct with student(s) and/or parent(s)/guardian(s)
 - program of support initiated (small group or individual)
 - written reflection by student (may be signed by parent)
 - Conduct report is used by teacher/SSW/administration signed by administration and parent
 - Supervised withdrawal from playground and/or classroom
 - Referral to Special Education Resource Teacher
 - Phone call to parents from administration
 - Letter to parents from administration
 - School team meeting (all/some of the following as applicable: student, parents, teacher, SSW, administrator, SERT, Board support staff)
 - Mediation with victim
 - Loss of bussing privileges
 - Student success plan (ideally involves parent/guardian)
 - Regular school team meeting (see above for participants)
 - Documentation of student history may take the form of more in-depth history with regular updates (i.e., weekly)
 - Referral to community agency and/or family physician
- c) **Called to Rebuild:** Removal and Reconciliation. Serious infractions that jeopardize the safety and/or severely negatively impact on the learning environment. This includes repeated major infractions.
- Suspension by administration (Ed. Act, 306.(1) & 310)
 - Expulsion by board (Ed. Act 311)
 - A variety of progressive discipline measures are documented (unless this is an isolated serious offence)
 - A full investigation has been carried out
 - All mitigating factors have been considered
 - In the case of a suspension greater than 5 days or an expulsion, an education plan must be provided for the student (Ed. Act, 312.(1))
 - In the case of a suspension greater than 5 days or an expulsion a reentry plan must be provided for the student (Ed. Act, 312.(2)(c))