



Procedure Section: **School Administration**

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Procedure: **Progressive Discipline and Promoting a Positive School Climate**

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PROCEDURE

Progressive Discipline and Promoting a Positive School Climate

Guidelines

A progressive discipline approach promotes positive student behaviour through strategies that include 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.

Appropriate action must consistently be taken to address behaviours that are contrary to provincial and Keewatin-Patricia District School Board's (KPDSB) Code of Conduct (Policy #322).

The goal of this procedure is to support a caring and safe learning environment in which every student can reach their full potential.

All school staff, under the leadership of their Principals, must provide ongoing support for offenders and victims of bullying as well as those who have been affected by observing bullying.

For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individualized Education Plan (IEP).

The KPDSB and school administrators will consider all mitigating and other factors as required by the Education Act and as set out in Ontario Regulation 472/07.

For further reference, see KPDSB's Safe and Supportive Schools Procedures (#321), which is available on the Board website or at the Board office.

1. Roles and Responsibilities

Members of the school community, in partnership with the school, are expected to:

- a) Assist school staff and administration in the implementation of a range of interventions, supports, and consequences in dealing with disciplinary issues;
- b) Support a restorative practice model when appropriate in order to manage and prevent conflict by focusing upon repairing harm and strengthening relationships within the school environment;
- c) Support learning opportunities for students in order to reinforce positive behaviours and help students make good choices;

- d) Encourage and assist students in following rules of behaviour and in dealing appropriately with the form of progressive discipline applied;
- e) Provide opportunities for on-going dialogue with parents/guardians related to student achievement and behaviour;
- f) Support prevention and intervention programs designed to address underlying causes of inappropriate behaviour;
- g) Use the most appropriate method to respond to a student's behaviour as in the KPDSB's Progressive Discipline Chart (#329) providing for progressively more serious consequences for repeated or more serious inappropriate behaviour; and
- h) Report to the Principal, all serious student incidents, in order to ensure that the Principal is aware of any activities taking place in the school for which suspension or expulsion may be considered.

2. Supports for Students

- a) All employees of the KPDSB must take seriously all allegations of violence, bullying, homophobia, harassment, sexual harassment, and inappropriate sexual behaviour, and act in a timely, sensitive, and supportive manner.
- b) KPDSB employees who work directly with students are expected to support all students, including those who disclose or report such incidents, and those who wish to discuss issues of healthy relationships, gender identity, and sexuality by providing them with contact information about professional supports (i.e., public health units, community agencies, Help Phone lines, etc.) and also by making this information readily available to students who wish to discuss issues of healthy relationships, gender identity, and sexuality.
- c) Schools must develop specific plans to support students who have been harmed or students who have engaged in serious student incidents, including plans to protect students who have been harmed and to outline a process for parents/guardians to follow if they are not satisfied with the supports their child receives.

3. Building Partnerships

- a) Relationships that engage the whole school community and its partners, promote a positive school environment, and support the progressive discipline continuum. Protocols between Boards and community agencies are effective ways to establish linkages and formalize the relationship between them. These protocols facilitate the delivery of prevention and response programs, the use of referral processes, and the provision of services and supports for students and their parents/guardians and families. Where such protocols already exist, they should be reviewed, and where they do not exist, protocols should be developed to increase the KPDSB's capacity to respond to the needs of students. These

partnerships must build upon provincially developed protocols, principles, and frameworks for collaborative strategies that have been designed to support School Boards in meeting the needs of their students. These partnerships must also respect Collective Agreements.

- b) To facilitate the building of partnerships, KDPSB will:
 - i. Direct schools to work with agencies or organizations that have professional expertise in bullying, discrimination, violence, and harassment to provide appropriate support to students, parents/guardians, and teachers, and other school staff in addressing these issues; and
 - ii. Maintain an up-to-date contact list of community agencies or organizations that have professional expertise in these areas, making the list available to staff and students of every school.
- c) School Boards should, wherever possible, collaborate to provide coordinated prevention and intervention programs and services and, where possible, share effective practices.

4. Delegation of Authority

- a) The Education Act provides a Principal with the authority to delegate powers, duties, or functions under Part XIII – ‘Behaviour, Discipline and Safety’ to a Vice-Principal or teacher. Whenever possible, School Boards must ensure that at least one (1) school administrator is present on school property.
- b) School Principals must ensure that the duties delegated are clear, and provide information to individuals who have been delegated authority on which supervisory officer is available at the Board, the contact information for the school Principal and Vice-Principal (if the school has a Vice-Principal), and contact information for other Principals of schools if available. A delegation under Part XIII of the Education Act must be in writing and is subject to any restrictions, limitations, and conditions set out in the delegation, which, at minimum must be as follows:
 - i. Vice-Principals:
 - Delegation may include all authority of the Principal under Part XIII of the Education Act except the final decision regarding a recommendation to the Board to expel a student and the authority to suspend a student for six (6) or more school days.
 - ii. Teachers:
 - The Principal’s authority under Part XIII of the Education Act may only be delegated in writing to a teacher in the absence of a Principal or Vice-Principal, and must respect the terms of all applicable Collective Agreements (See Appendix A).
 - Teachers may be delegated the authority to initially deal with situations involving activities that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. Any initial investigation must be undertaken according to

KPDSB's direction. The teacher must report all details of the initial investigation to the Principal as soon as possible.

- The teacher must report to the Principal or Vice-Principal any activities that must be considered for suspension or expulsion that are received from staff or others during the Principal's absence. A teacher may not be delegated authority regarding suspension decisions or recommendations regarding the expulsion of students.
- A teacher may be delegated limited authority to contact the parents/guardians of a student who has been harmed as the result of a serious student incident and the parent/guardian of the student who has engaged in the activity. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.
- The teacher must not be delegated the authority to discuss the nature of any disciplinary measures taken in response to the activity.
- If the teacher is not sure whether to call the parents/guardians, the teacher should contact the Principal or supervisory officer for direction. The Principal or Vice-Principal will follow up with the parents/guardians as soon as possible.

Appendix A: Delegation of Authority Letter

To [insert name of teacher-in-charge]

Date [insert date]

School [insert name of school]

From [insert name of administrator]

Re Delegation of Authority

You will be delegated authority as teacher-in-charge pursuant to section 300.1(1)(b) of the *Education Act*, consistent with this memo on the dates set out below and initialled by me.

During the specified dates, the principal and vice-principal will be away from the school. The principal can be reached at: [insert contact info], and the vice-principal may be reached at: [insert contact info]. The superintendent of education / supervisory officer may be reached at [insert contact info].

The emergency superintendent of education / supervisory officer may be reached at [insert contact info] or, in the alternative, the principal of [insert name of school], [insert individual's name], may be reached at [insert phone number].

As part of the duties of teacher-in-charge, you are being delegated responsibility for the following:

1. receiving reports from KPDSB employees and transportation providers about serious incidents for which suspensions or a recommendation to expel might be made and communicating this information to an administrator at the earliest opportunity;
2. conducting an investigation to determine the nature of an incident to determine whether or not the incident is one for which a suspension or expulsion might be imposed;
3. reporting incidents for which a suspension or expulsion might be imposed to an administrator at the earliest opportunity;
4. providing information to a parent/guardian of a pupil about an incident causing the pupil harm, provided that the pupil is not an adult pupil and you are not of the opinion that reporting the information might put the pupil at risk of harm and not be in the pupil's best interest;
5. implementing progressive discipline measures following the investigation of an incident that is unlikely to lead to suspension or expulsion as a consequence;
6. contacting appropriate emergency response services in an emergency; and
7. contacting the police in accordance with the Police/School Board Response Protocol.



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You must exercise your authority in accordance with the *Education Act*, KPDSB policies and procedures, including the principles of equity set out in Ontario’s Equity and Inclusive Education Strategy and the *Human Rights Code* of Ontario, which has primacy over the *Education Act* and the Board policies and procedures.

Your authority with respect to these matters shall cease upon the return to the school of an administrator.

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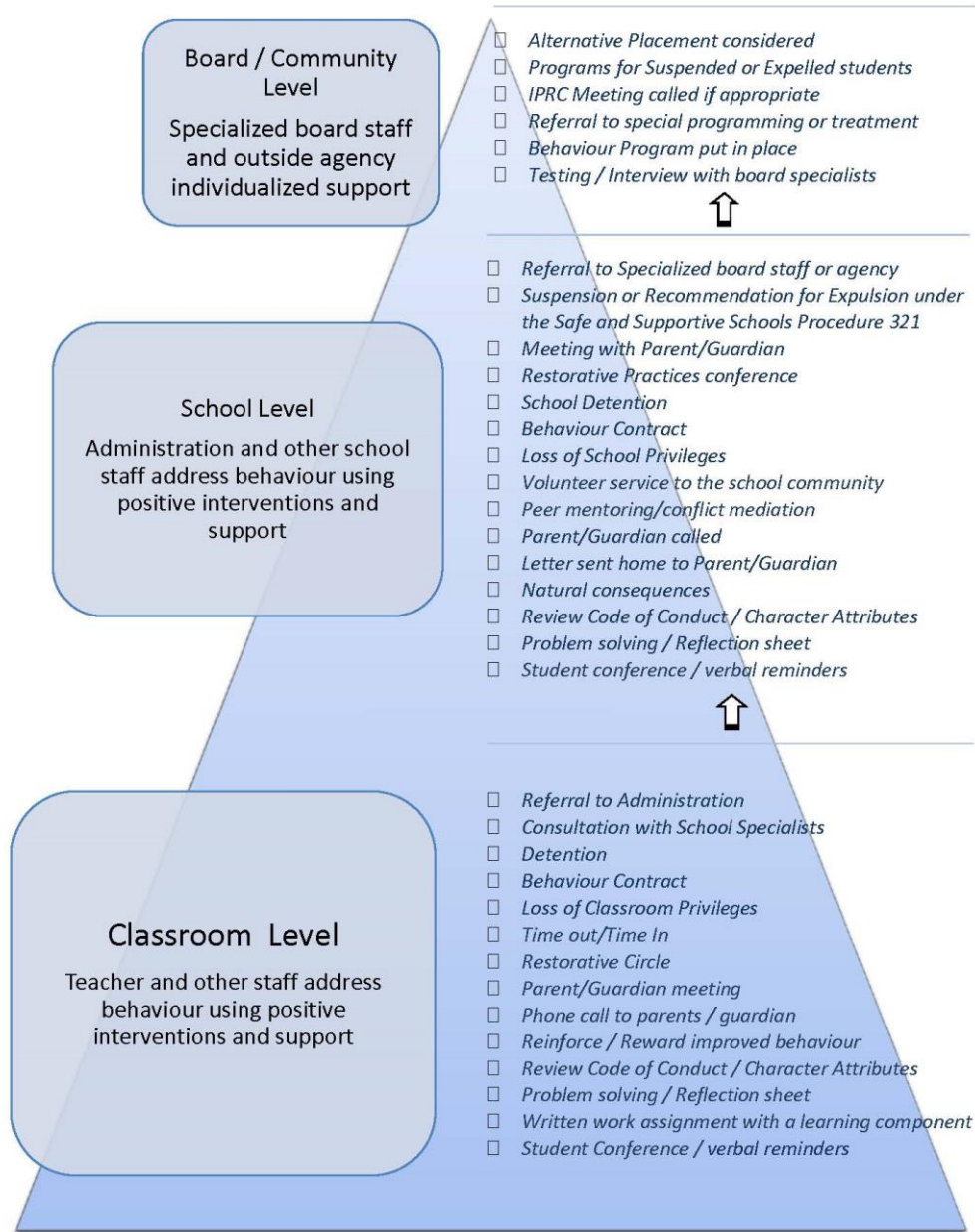
Principal

DATE OF DELEGATION

Date	Principal Initials

Appendix B: Progressive Discipline Chart

Progressive Discipline Chart - KPDSB



April 2022



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