

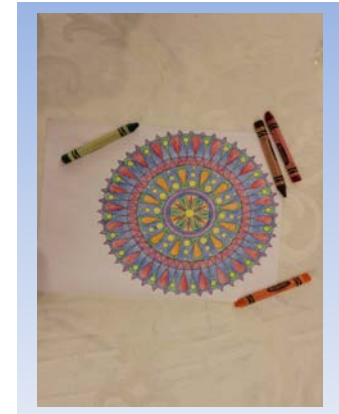
Progressive Discipline

As per Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, Progressive Discipline is a whole school approach that uses a variety of prevention programs, interventions supports and consequences to address inappropriate student behaviour. Further any intervention of support should build upon strategies that promote positive behavior.

If inappropriate student behavior does occur disciplinary measures should be applied that move the focus of the discipline from being solely punitive to being corrective and supportive. School administrators should utilize a variety of intervention and supports that also take into consideration a student's socio-emotional development as well.

In considering the most appropriate response to inappropriate behaviour a school administrator should take the following into consideration:

- The particular student and circumstances surrounding the behaviour;
- The nature and severity of the behaviour; and
- The impact on the school climate, including the impact on students or other individuals in the school community.



"Mandala" – student artwork

School administrators must also remember that the Education Act details incidents where a suspension must be issued. Please refer to Operational Procedure PR697: Promoting a Positive School Climate.

Implementing Restorative Practices at your School



Team of TDSB Principals/Vice-Principals attending a professional learning session at Peckham Centre

The *Restorative Practices* framework is offered to staff through the following two training sessions. You can register for these sessions on Key to Learn:

1. Introduction to the Restorative Framework (Part 1)
2. Restorative Circles (Part 2)

Further, to provide information to your community staff can speak directly with a TDSB trainer for information on further supports that can be offered to their local school community through workshops and additional professional development.



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Alternative Attendance, Supervised Alternative Learning (SAL) and Continuous Intake Co-Op (CIC) Programs

Alternative Attendance Programs

Provide both academic and non-academic support for students who have fallen behind in credit accumulation due to chronic absenteeism, anxiety, school phobia or other social/emotional concerns. Provide Grade 9 & 10 core credits for students (aged 14 – 16) who will benefit from working at their own pace, individualized instruction in a small setting with increased personal teacher and support staff assistance.

This short-term voluntary program allows students the opportunity to re-engage, refocus, gain confidence and achieve personal success. Upon completion of the program students return to their Home School or transition to a new school setting to continue their education.



Supervised Alternative Learning Programs (SAL)

Under the Education Act (*Regulation 374/10*), Supervised Alternative Learning (S.A.L.) is a legal alternative to compulsory attendance at school. It is a programming option that allows students to work, attend school part-time, or attend community programs which provide an alternative learning pathway. The program is for students who are 14 to 17 years of age.

SAL students are provided with the opportunity to work on academic credits part-time through a blended learning model with support from Alternative Attendance Program staff.

Continuous Intake Co-Op (CIC) Programs

This program provides opportunities for career exploration and supervised paid or unpaid hands on work experiences for students that are eligible to earn Secondary School credits. The program is ideal for mature responsible learners who can follow direction from the co-op teacher and placement supervisors. These programs are located in 5 host sites across the TDSB.

Caring and Safe Schools Professional Learning Opportunities

Principals and Vice Principals are required to participate in the training exercise ***Understanding Bill 13, “the Accepting Schools Act” and Bullying Prevention and Intervention*** which can be accessed through KEY to Learn.

We are pleased to inform you that, in conjunction with TPS and TCDSB, we have been given ten spaces per session for Principals or Vice-Principals to attend Threat Assessment Awareness Training. The dates for these sessions are December 11, 2014, March 9, 2015, April 13, 2015 and April 23, 2015. There is no coverage available. If you are interested in attending please email Donna Day at donna.day@tdsb.on.ca to reserve your spot. Spaces will be allocated on a first come first serve basis. All of the sessions are being offered at the TCDSB A.P.P.L.E. Program site at 55 Salisbury Ave., Toronto.

Contact Us

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