

<b>Procedure Title</b>	<b>Progressive Discipline - Students</b>		
<b>Date of Issue</b>	January 22, 2008	<b>Related Policy</b>	BP 6825; BP 6820
<b>Revision Dates</b>	February 26, 2010, October 5, 2011, June 12, 2013	<b>Related Forms</b>	AF 6410; AF 6408; AF 6819 (e-Form Part I & II); AF 2810
<b>Review Date</b>		<b>Originator</b>	Administrative Council
<b>References</b>			
Policy/Program Memorandum No. 120, 128, 141, 142,144, 145; AP 6820-D "Suspensions and Expulsions"; Ontario Regulation 472/07; Human Rights Code of Ontario; BP & AP 7520-D " Human Rights"; AP 6819-D "Safe and Accepting Schools Incident Reporting"; Bill 13 "Accepting Schools Act"			

**Procedure:**

**1.0 RATIONALE**

- 1.1 Bluewater District School Board acknowledges the importance of promoting and supporting appropriate and positive student behaviour that contributes to the maintenance of a safe learning and teaching environment. Progressive discipline is a process that balances the degree of disciplinary action to be taken in proportion to the behaviour that triggered the requirement to consider discipline and takes into account the previous discipline history of the student and all relevant factors, including mitigating factors.
- 1.2 A progressive discipline approach combines prevention and intervention strategies and discipline with opportunities for students to continue their education.
- 1.3 Bluewater District School Board supports a safe, inclusive and accepting learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action, through progressive discipline, must consistently be taken by schools to address behaviours that are contrary to provincial, board and school Codes of Conduct.
- 1.4 Progressive discipline uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and builds on those strategies to develop positive behaviours. It is acknowledged that in some circumstances, short-term suspension may be required and that in some cases where the incident is of a more serious nature, long-term suspension or expulsion may be required.
- 1.5 In cases of inappropriate behaviour involving students with special needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan (IEP).

**2.0 DUTIES AND RESPONSIBILITIES**

- 2.1 It is the duty of a school principal to maintain proper order and discipline in a school.
- 2.2 It is the duty of a teacher to maintain, under the direction of the principal, proper order and discipline in his/her classroom and, while on duty, in the school and on school grounds. The teacher must also maintain proper order and discipline when supervising students on field trips or other school activities off the school grounds.

- 2.3 It is the requirement of students to exercise self-discipline and positive problem solving and to accept such discipline as would be exercised by a kind, firm and judicious parent.
- 2.4 All Bluewater District School Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on the school climate. Professional Student Services Personnel who are engaged in a clinical relationship with a student shall report such incidents, if in their professional opinion, it is reasonably possible to do without having a negative impact on the nature of the clinical relationship. In addition to employees of the board, school bus drivers are also required to report such incidents in writing to the principal of the school (see BP & AP 6501-D). Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, and in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07. For examples of such inappropriate behaviour please refer to AP 6819-D Safe and Accepting Schools Incident Reporting.

### **3.0 PROMOTING AND SUPPORTING POSITIVE STUDENT BEHAVIOUR**

#### **3.1 Support for Students**

- 3.1.1 All board employees must take all allegations of serious student incidents, bullying, seriously and act in a timely, sensitive and supportive manner.
- 3.1.2 Support must be provided for all students including those who are affected by serious student incidents and inappropriate behaviour, those who disclose/report such incidents and those who engage in these incidents. Support may be provided by board employees, through board programs and resource personnel, or through community-based service providers, by:
- Providing contact information about professional supports; and
  - Making this information readily available to students who wish to discuss issues of healthy relationships, gender identity, and sexuality.
- 3.1.3 For more information about providing support for students, refer to section 3.4 of AP 6821-D "Bullying Prevention and Intervention"

#### **3.2 Prevention and Awareness Raising**

- 3.2.1 In order to promote a positive school climate, Bluewater District School Board will provide opportunities for all members of the school community to increase their knowledge and understanding of such issues as bullying; violence, inappropriate sexual behaviour; bias, stereotyping, discrimination, prejudice, and hate; critical media literacy; and safe Internet use.
- 3.2.2 The board will require schools to conduct anonymous school climate surveys of their students, staff and parents every two years. Schools should also survey school staff and parents to assess their perception of safety in the school in order to inform prevention and intervention planning. These surveys must include questions on bullying/harassment-related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.
- 3.2.3 Boards must also require their schools to share climate survey results with their safe schools teams and to build strategies into their school improvement plans to improve the school climate regarding issues identified through their climate surveys.
- 3.2.4 The board will, wherever possible, collaborate to provide coordinated prevention and intervention programs and services and, where possible, share effective practices.
- 3.2.5 In order to promote and support appropriate and positive student behaviours that contribute to creating and sustaining safe, comforting and accepting learning and teaching environments that encourage and support students to reach their full potential, the board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management. The board also encourages principals/designates to review and amend, as appropriate, Individual Education Plans, Behaviour Management Plans and Safety

Plans 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.

3.2.6 Schools are expected to use activities that promote healthy relationships and appropriate behaviours: Preventative practices include:

- a) Human Rights strategy pursuant to PPM 119
- b) Anti-bullying and violence prevention programs;
- c) Mentorship programs;
- d) Student success strategies;
- e) Character education;
- f) Citizenship development;
- g) Student leadership; and
- h) Promoting healthy student relationships
- i) Healthy lifestyles.

3.2.7 Positive behaviour management practices include:

- a) Program modifications or accommodations;
- b) Class placement;
- c) Positive encouragement and reinforcement;
- d) Individual, peer and group counselling;
- e) Conflict resolution / Dispute resolution;
- f) Mentorship programs;
- g) Promotion of healthy student relationships
- h) Sensitivity programs;
- i) Safety Plans;
- j) School, Board and community support programs; and
- k) Student success strategies.

### 3.3 Support for Student-Led Activities and Organizations

The board will help school staff give support to students who wish to establish, lead or participate in activities or organizations that promote a safe and inclusive learning environment, acceptance of and respect for others, including those 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, including organizations with the name "gay-straight alliance" or another similar name. Schools must also engage their school councils and student councils to support these student-led activities.

## 4.0 STRATEGIES FOR ADDRESSING INAPPROPRIATE BEHAVIOUR:

- 4.0.1 Progressive discipline consists of a series of levels each representing progressively more serious misbehaviour and consequences.
- 4.0.2 The level of discipline imposed (consequences) is based on the severity of the misbehaviour.
- 4.0.3 Each level of discipline includes a variety of consequences that may be considered, depending on the nature and history of the student.
- 4.0.4 In cases of inappropriate behaviour involving students with special needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan (IEP).
- 4.0.5 In determining what the appropriate response should be to address inappropriate behaviour of a student the following criteria should be considered:
  - a) the student and circumstances (e.g. mitigating or other factors)

- b) the nature and severity of the behaviour
- c) the impact on the school climate

#### 4.1 Early and Ongoing Intervention Strategies

- 4.1.1 School use of early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviours. Early strategies will provide students with appropriate supports where required and result in an improved school climate. Such strategies could include, contact with parents, detentions, verbal reminders, review of expectations, or an additional work assignment that includes a learning component. Intervention options for progressive discipline are provided as Appendix A and are to be used as a guide only.
- 4.1.2 Ongoing interventions may also be required for some students to help sustain and promote positive behaviours and to address underlying causes for the inappropriate behaviour. Ongoing interventions may include: meetings with parents, volunteer service to the school community, conflict mediation, peer mentoring and/or referral to counselling.

#### 4.2 Progressive Discipline Strategies

- 4.2.1 A range of interventions, supports, and consequences that are appropriate for the student and focus on improving behaviour should be used to address inappropriate student behaviours. These could include meeting with the parent(s), student, and principal, referral to a community agency where specific issues need to be addressed such as anger management or substance abuse, and detentions or loss of privileges.
- 4.2.2 Schools are required to support the progressive discipline model through the development and building of positive relationships with the entire school community and all partners. This is to be accomplished by continuing partnerships already in place and the development of new ones with community agencies and members of the community. The use of Protocols with community agencies facilitates the provision of services and supports for students and parents.
- 4.2.3 Progressive discipline is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success. When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Suspension and Expulsion Procedure (AP 6820-D), the nature and severity of the behaviour, and the impact on the school climate.

### 5.0 CONSEQUENCES

- 5.0.1 The board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the board supports the use of consequences.
- 5.0.2 In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with the *Human Rights Code*, Ministry of Education direction and PPM 145, will be applied, if appropriate.

#### 5.1 In-School Options

School Codes of Conduct outline specific alternatives which are used to address disruptive behaviour. Included in these options may be a suspension from class for a limited period of time not exceeding twenty consecutive school days. There are however, many alternatives to out of school suspensions which assist students to improve behaviour:

- Contact with the pupil's parent(s)/guardian(s);
- Oral reminders;
- Review of expectations;
- Written work assignment with a learning component;

- Volunteer service to the school community;
- Peer mentoring;
- Referral to counselling;
- Conflict mediation and resolution; and/or
- Consultation;
- Meeting with the pupil's parent(s)/guardian(s), pupil and principal;
- Referral to a community agency for anger management or substance abuse counselling;
- Detentions;
- Withdrawal of privileges;
- Withdrawal from class;
- Restitution for damages;
- Restorative practices;
- Transfer (see section 5.2);
- research and presentation to the class or younger children (e.g. presentations regarding smoking and cancer);
- counselling intervention;
- signing a letter of intent, statement of understanding;
- student services involvement;
- pupil letter to parents;
- parents' attendance at school with student;
- focusing on behavioural priorities and ignoring minor behaviours;
- in-school supervised suspension;
- peer assistance and feedback;
- part-time attendance;
- letter or verbal apology to the teacher, class (where appropriate);
- behaviour contract;
- repair/compensation for damages;
- police discussion with student/parents;
- gradual re-entry (e.g. one hour/day);
- alternative programming (alternative classroom, independent study...);
- logical consequences where possible;
- anger management process;
- conflict resolution programs;
- time-out period;
- smoking clinic program;
- substance abuse program;
- mentoring by a volunteer.

## 5.2 Transfer of Students

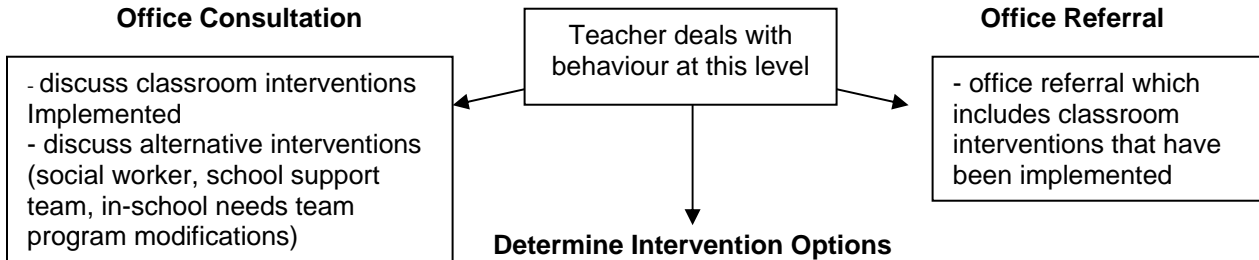
- 5.2.1 When it is determined that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the student who has been harmed not be moved.
- 5.2.2 It is expected that a transfer meeting will be scheduled before the student attends class at the new school, to support the student being moved, and to put in place a transition strategy and identify any additional supports and resources that the student may require. This meeting should include the receiving teachers and educational support staff that will have regular direct contact with the student. The student and his or her parents should be invited to the meeting, and reasonable efforts should be made to accommodate the parents. The receiving school must be in possession of the student's OSR prior to the meeting.

## 5.3 Suspension and/or Expulsion of Students

Please refer to AP 6820-D "Suspension and Expulsion"

**APPENDIX A  
Progressive Discipline Chart**

**Classroom Level**



- Administrator speaks to the student
- Review Code of Conduct with student and/or parent
- Reflection sheet to be completed by student and signed by parent
- Phone call home
- Letter to parents outlining concerns
- Office detention
- Withdrawal from class (supervised)
- Behaviour contract
- Meet with parents
- Meet with parents and student
- Meeting with parent and support staff
- Referral to support staff and/or community agencies
- Peer Mediation/Restorative Justice
- Transfer

**Behaviours that May Lead to Suspension or Expulsion**

