



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

ADMINISTRATIVE PROCEDURES

PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR (Policy Statement: Caring and Safe Catholic Schools)

Purpose

The goal of this policy is to support a safe, inclusive and accepting learning and teaching environment in which every student can reach their God-given potential. Appropriate action must consistently be taken to address behaviours that are contrary to provincial and Board codes of conduct. All inappropriate student behavior, including bullying, must be addressed and responses to behavior must be developmentally appropriate. Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that build skills for healthy relationships and promote positive attitudes and behaviours. 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. For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's IEP. The Board and school administrators must consider all mitigating and other factors, as required by the *Education Act* as amended and Regulation 472/07.

References

Education Act, as amended: Ontario Regulation 472/07, Behaviour, Discipline and Safety of Pupils Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour

Procedures

1. Promoting and Supporting Positive Student Behaviour

The Board acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe, inclusive and accepting learning and teaching environment in which every student can reach his or her God-given potential.

1.1 Prevention

Prevention is the establishment and use of programs and supports such as bullying prevention, the Catholic Graduate Expectations, the Catholic Virtues, the Religious Education and Family Life program and other positive activities designed to promote the building of healthy relationships and appropriate behaviours.

Generally, prevention measures and initiatives include the whole school and all aspects of school life. Prevention and intervention strategies foster a positive school climate that supports academic achievement for all students. The board and schools will focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn. A positive school climate is a critical component of prevention; it may be defined as the sum total of all the personal relationships within a school. A positive school climate exists when all members of the school community feel safe, comfortable and accepted.

Programs and activities that focus on the building of healthy relationships, Catholic virtues, and peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities.

All staff members play an important role in supporting students and contributing to a positive learning and teaching environment. Participation of parents, as well as the broader school community, has a major impact on the success of all students in schools.

1.2 Progressive Discipline

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours described above. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that include the learning opportunities for reinforcing positive student behaviour while helping students to make good choices.

It is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behaviour leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account.

Disciplinary action and consequences will reflect consideration of a number of factors, including mitigating and other factors, specific to the student involved in the misbehaviour. Previous inappropriate behaviour will be taken into consideration before consequences for new inappropriate behaviour are determined. The impact of the behaviour on other members of the school community will also be considered.

Under the provisions of the *Education Act*, student discipline includes suspensions and expulsions for more serious infractions. Administrators are required to take into account mitigating factors and/or other factors when considering the appropriate disciplinary approach.

The progressive discipline continuum is a stepped approach to support a positive change in behaviour. However, as indicated above, if an incident is serious in nature and after a full consideration of circumstances affecting a student's behaviour, it is recognized that a step, such as a suspension or expulsion, which is further along in the progressive discipline continuum, may

be necessary.

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP).

Schools are expected to actively engage parents in the progressive discipline approach.

A progressive discipline approach includes the use of early and ongoing intervention strategies and strategies to address inappropriate behaviour, which are described below:

i) Early and Ongoing Interventions

Early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in improved school climate. For example, early interventions may include, but are not limited to, contact with parents, detentions, verbal reminders, review of expectations, or a written work assignment with a learning component.

Ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour. For example, ongoing interventions may include, but are not limited to, meetings with parents, volunteer service to the school community, conflict mediation, peer mentoring, and/or a referral to counselling.

ii) Strategies for Addressing Inappropriate Behaviour

When inappropriate behaviour occurs, schools should utilize a range of interventions, supports, and consequences that are developmentally appropriate, and should include opportunities for students to focus on improving behaviour and the restoration of relationships. Consequences for inappropriate behaviour may include, but are not limited to, meeting with the parent(s), student, and principal; referral to a community agency for anger management or substance abuse; and detentions or loss of privileges. The principles of restorative justice should inform such decisions where appropriate.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- the particular student and circumstances (e.g., mitigating or other factors);
- the nature and severity of the behaviour;
- the impact on the school climate (i.e., including the impact on students or other individuals in the school community).

2. Policy Components and Implementation Strategies

2.1 Progressive Discipline Implementation Strategy

The Board will:

- (i) require schools develop and implement a school-wide progressive discipline policy that is consistent with the Board's policy;

- (ii) outline a range of interventions, supports, and consequences, including circumstances in which short term suspension, long-term suspension or expulsion may be the response required;
- (iii) require schools to use the most appropriate response, as outlined in the Board's or school's progressive discipline policy, to respond to a student's behaviour. For students with special education needs, interventions, consequences, and supports must be consistent with the expectations of the student's IEP;
- (iv) develop a process for building on existing partnerships and for developing new partnerships with community agencies, including local police services, to support students and their families;
- (v) provide for ongoing dialogue with parents on students achievement and behaviour;
- (vi) provide opportunities for students to improve the school climate through assuming leadership roles (e.g. peer mediation, mentorship);
- (vii) review the board's code of conduct to ensure that it is aligned with a progressive discipline approach.

2.2 Building Partnerships

Policies and programs that promote a positive school environment and support the progressive discipline continuum will be developed and established by building positive relationships that engage the whole school community and its partners. Linkages and coordination between the Board, coterminous boards, local schools, and community-based service providers should be established pursuant to the steps set out in PPM 145.

Community –based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols between boards and community-based service providers are effective ways to establish linkages and to formalize the relationship between the partners. These protocols facilitate the delivery of prevention and intervention programs, the use of referral processes, and the provision of services and support for students and their parents and families. Where such protocols already exist, they should be reviewed, and where they do not, protocols should be developed to increase the board's capacity to respond to the needs of students.

2.3 Training Strategy for Administrators, Teachers, and Other School Staff

A training strategy will be established for all administrators, teachers, and other staff on the board's policy on progressive discipline. Training will address the fact that building a supportive learning environment through appropriate interactions between all members of the school community is a responsibility of its entire staff.

The Board will annual professional development programs for teachers and other staff through such opportunities as new-teacher induction programs to create and sustain a safe teaching and learning environment.

The Board will ensure that others (e.g. students, school secretaries, and custodians, parents, volunteers, community-based service providers, and school bus operators/drivers, early childhood educators, and employees and contractors of third-party operators of before- and/or after-school programs supporting Full-Day Kindergarten programs on the school site) are aware of the Board's policy on progressive discipline.

2.4 Communication Strategy

For a progressive discipline approach to be effective, it is important that all members of the school community, including teachers, staff members, students, and parents/guardians, understand and support the progressive discipline approach. The Board will communicate Policies and Procedures to all students, parents/guardians, staff members, their Special Education Advisory Committee, and school council members. The Board will share this information, as appropriate, with parents whose first language is a language other than English or French.

2.5 Monitoring and Review

The Board will establish performance indicators for monitoring, reviewing and evaluating the effectiveness of board policies and procedures. These indicators will be established in consultation with teachers, students, principals, other school staff, volunteers, parents, school councils, and the public, as well as with the Special Education Advisory Committee, the Catholic School Council and service providers in the community.

The Board will conduct a cyclical review of this policy and procedure and will include an analysis of school climate on a two year cycle.

Appendices

Forms

Associated Documents

Approved: October 25, 2011

Updated: May 28, 2013