

RAINBOW DISTRICT SCHOOL BOARD

<b>POLICY &amp; PROCEDURES MANUAL</b>		<b>P.6.14</b>
LAST UPDATE PRINTED February 2008	BOARD MOTION: 08-R042	STUDENTS

**POLICY STATEMENT**

P.6.14 **PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR**

**THE BOARD SUPPORTS THE USE OF PROGRESSIVE DISCIPLINE IF APPROPRIATE AND PROMOTES POSITIVE STUDENT BEHAVIOUR.**

**OPERATIONAL PROCEDURES**

OP.6.14 **PROGRESSIVE DISCIPLINE AND PROMOTING POSITIVE STUDENT BEHAVIOUR**

**PREVENTATIVE PRACTICES**

The Board supports the use of preventive practices such as:

- Anti-bullying and violence preventive programs (e.g., Positive School Discipline)
- Mentorship programs (e.g., Community Builders)
- Student Success strategies (e.g., Save a Student)
- Character Development programs (e.g., Roots of Empathy and Respect Ed)
- Student Leadership (e.g., Students Leading Students Conference)
- Healthy lifestyles (e.g., Adopt a Family, Pay It Forward)

**POSITIVE PRACTICES**

The Board supports the use of positive practices such as:

- Program modifications or accommodations
- Class placement

- Positive encouragement and reinforcement
- Individual, peer and group counseling
- Referrals to community agencies
- Conflict resolution
- Sensitivity programs
- School, Board and community support programs

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. 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 Ministry of Education direction, will be applied, if appropriate.

### **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 upon strategies that promote positive behaviours. Schools will develop and implement a school-wide progressive discipline policy that is consistent with the Board's Policy and Procedure. The school's policy will 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.

Progressive discipline may include early and/or ongoing intervention strategies, such as:

- Review of expectations
- Oral reminders
- Written work assignment with a learning component
- Detention
- Contact with parents
- Mediation/conflict resource including restitution and/or other restorative measures

- Referral to a community agency for anger management or substance abuse counseling
- Withdrawal from class
- Meeting with parents
- Short term suspension/long term suspension
- Expulsion

Principals shall consider all mitigating and other factors in their decision-making as it relates to proactive practices and progressive discipline.

**MITIGATING AND OTHER FACTORS:**

Principal Investigation:

Before recommending a suspension from the pupil's school, the principal must consider any mitigating and other factors, as set out in the Operational Procedure of the Suspension Policy 6.06.

Mitigating Factors:

The pupil does not have the ability to control his or her behaviour.

The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.

The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

If a pupil does not have the ability to control his or her behaviour or does not understand the foreseeable consequences of his/her behaviour, the principal will strongly consider not to suspend the pupil. Alternative discipline and/or other intervention may be considered by the principal in such circumstances. If the pupil poses an unacceptable risk to the safety of others in the school, the principal will consult with his/her Superintendent regarding appropriate accommodations and/or strategies that might be instituted to ensure pupil and staff safety.

Other Factors to be Considered:

Where the pupil is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil:

The pupil's history.

Whether a progressive discipline approach has been used with the pupil.

Whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.

How the suspension would affect the pupil's ongoing education.

The age of the pupil.

In the case of a pupil for whom an individual education plan has been developed:

- a) Whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan.
- b) Whether appropriate individualized accommodation has been provided.
- c) Whether the suspension is likely to result in aggravating or worsening of the pupil's behaviour or conduct.