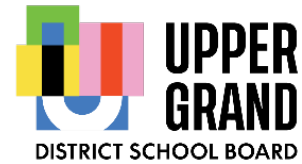


Safe Schools – Progressive Discipline Procedures Manual 503-B



Category:	Students
Administered by:	Safe and Inclusive Schools Superintendent
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Next Review:	2024-25 school year

1. General

- 1.1 It is the policy of the Upper Grand District School Board (UGDSB) to provide students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate. To support this mandate, the board will employ preventative measures and early intervention strategies to promote positive behaviours and build skills for healthy relationships. Through progressive discipline, a range of developmentally appropriate interventions, supports and consequences will be utilized to address inappropriate student behaviour. These practices will include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
- 1.2 This procedures manual outlines the prevention and early intervention programs and practices, and progressive discipline strategies used in UGDSB schools. Early intervention and progressive discipline are most effective when communication between the school and home regarding student achievement, behaviour and expectations is open, courteous and focused on student success. Principals should ensure that wherever possible, a student's parent(s)/guardian(s) should be actively engaged in the strategies outlined in the sections that follow.

2. Positive School Climate

- 2.1 A positive school climate is:
 - 2.1.1 inclusive and accepting of all students
 - 2.1.2 based on multiple strategies that have a unifying purpose and reflect a common set of values
 - 2.1.3 essential to student achievement and well-being

- 2.1.4 a whole-school approach to positive, healthy behaviour, and monitored and evaluated for effectiveness
- 2.2 Characteristics of a positive school climate:
 - 2.2.1 students and staff feel safe and are safe
 - 2.2.2 healthy and inclusive relationships are promoted
 - 2.2.3 all partners are actively engaged
 - 2.2.4 students are encouraged to be positive leaders in their school community
 - 2.2.5 bullying prevention and awareness-raising strategies are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, gender expression, religion, marital status, citizenship, culture, disability and socio-economic status
 - 2.2.6 learning outcomes for all students is emphasized
 - 2.2.7 professional development for staff is provided
 - 2.2.8 students who have been bullied, engage in bullying, and witness bullying receive support

3. Preventative and Bias-Free Early Intervention Strategies

School principals are responsible for incorporating student, parent, school, board and community resources to ensure that the following preventative and bias-free early intervention strategies are available, including:

- 3.1 mentorship programs
- 3.2 student success strategies
- 3.3 character education
- 3.4 citizenship development
- 3.5 student leadership opportunities
- 3.6 promotion of healthy student relationships
- 3.7 promotion of healthy lifestyles

- 3.8 referrals for board supports
- 3.9 referrals for community supports¹
- 3.10 access to external agencies and organizations with professional expertise in issues of gender based violence, sexual assault, homophobia and inappropriate sexual behaviour²
- 3.11 anti-bullying and violence prevention program³

4. Progressive Discipline Strategies

The application of progressive discipline strategies should reflect a measured, age-appropriate, proportional and progressive response, along with learning opportunities for reinforcing positive behaviour and assisting students to make good choices.

- 4.1 Progressive Discipline must include a consideration of mitigating and other factors as set out in Ontario Regulation 472/07 and listed below, and where applicable take into account information in the student's Individual Education Plan (IEP). An awareness of such factors is critical in understanding and effectively addressing a student's inappropriate behaviour, including determining interventions and consequences along the full continuum of progressive discipline – that is, from the implementation of prevention programs and initiatives to the determination of consequences in response to inappropriate behaviour.

4.1.1 Mitigating Factors

- 4.1.1.1 The student does not have the ability to control their behaviour.
- 4.1.1.2 The student does not have the ability to understand the foreseeable consequences of their behaviour.
- 4.1.1.3 The student's continuing presence in the school does not create an unacceptable risk to the safety of any person.⁴

¹ PPM 149

² PPM 149

³ PPM 144

⁴ Reg. 472/07, Section 2

4.1.2 Other Factors

- 4.1.2.1 The student's history.
- 4.1.2.2 Whether a progressive discipline approach has been used with the student.
- 4.1.2.3 Whether the behaviour is related to any harassment of the student because of their race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- 4.1.2.4 How the discipline would affect the student's ongoing education.
- 4.1.2.5 The age of the student.
- 4.1.2.6 In the case of a student for whom an individual education plan has been developed,
 - 4.1.2.6.1 whether the behaviour was a manifestation of a disability identified in the student's individual education plan,
 - 4.1.2.6.2 whether appropriate individualized accommodation has been provided, and
 - 4.1.2.6.3 whether the discipline is likely to result in an aggravation or worsening of the student's behaviour or conduct.⁵
- 4.1.2.7 The potential for the discriminatory and disproportionate effects of disciplinary decisions on students with characteristics protected by the *Human Rights Code*.

4.1.3 Progressive Discipline Strategies

The following are examples of progressive discipline strategies that may be used as part of a progressive discipline approach:

- 4.1.3.1 contact with student's parent(s)/guardian(s)

⁵ Reg. 472/07, Section 3

- 4.1.3.2 verbal reminders
 - 4.1.3.3 review of expectations
 - 4.1.3.4 written work assignment addressing the behaviour, that have a learning component
 - 4.1.3.5 volunteer services to the school community
 - 4.1.3.6 conflict mediation and resolution
 - 4.1.3.7 peer mentoring
 - 4.1.3.8 positive encouragement and reinforcement
 - 4.1.3.9 referral to individual, peer and/or group counselling
 - 4.1.3.10 consultation
 - 4.1.3.11 detention
 - 4.1.3.12 withdrawal of privileges
 - 4.1.3.13 withdrawal from class
 - 4.1.3.14 restitution for damages
 - 4.1.3.15 restorative practices
 - 4.1.3.16 meeting(s) with the student's parent/guardian, student, and principal
- 4.2 A principal who deems the circumstances and/or nature of inappropriate behaviour to be such that a suspension or expulsion may be warranted shall refer to the board's Suspension and Expulsion Procedures Manual (503-D).