

JAMES BAY LOWLANDS SECONDARY SCHOOL BOARD
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ADMINISTRATIVE PROCEDURE STUDENTS: NO. 379	
Effective	August 21, 2019
Last Revised	August 15, 2023

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PROGRESSIVE DISCIPLINE

PURPOSE

To meet the goal of creating a safe, caring, and accepting school environment, the administration of James Bay Lowlands Secondary School Board has developed this administrative procedure to support Board Governance Policy GOV-20 Safe School Environment. The Board supports the use of progressive discipline, which includes positive practices as well as consequences for inappropriate behaviour. Consequences may include suspension and expulsion where necessary.

Progressive discipline strategies are consistent with Ministry of Education direction and with Policy/Program Memorandum No. 145 Progressive Discipline and Promoting Positive Student Behaviour.

This administrative procedure promotes the consistent use of a range of disciplinary interventions, supports, and consequences in Northern Lights Secondary School.

DEFINITIONS

Bullying: Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying can take many forms. Bullying can be physical (e.g., hitting, pushing, tripping); verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments); or social (e.g., excluding others, spreading rumours). It may also occur through the use of technology.

Expulsion: Expelled students are removed from Northern Lights Secondary School and school activities for an indefinite time period. Students are suspended first, while a principal's investigation takes place. The Board offers a program for expelled students which must be completed before the student returns to school.

Mitigating and Other Factors: Mitigating and other factors must be taken into account when discipline is being considered. These factors are described in Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils. They are also included in Administrative Procedure 381 Student Discipline: Suspension, and Administrative Procedure 382 Student Discipline: Expulsion.

Parents: A reference to "parents" in this administrative procedure refers to one or both parents, as applicable, and to a guardian or guardians.

School Climate: School climate refers to the sum total of all the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable, and accepted.

Suspension: A suspension means students are removed from school temporarily for a specific period of time. Students may be suspended for a period of time ranging from one school day to twenty school days. Students cannot take part in school activities or events while suspended.

PROCEDURES

1. The Progressive Discipline Continuum

- 1.1 Progressive discipline is an approach that uses a continuum of supports, early and ongoing interventions, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours.
- 1.2 Progressive discipline is never solely punitive. The range of interventions and consequences used 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.
- 1.3 For students with special education and/or disability-related needs, these supports, interventions and consequences must be consistent with the expectations in the student's Individual Education Plan or Behaviour Management Plan.

2. Prevention Strategies

- 2.1 Prevention education includes:
 - a) early exposure to appropriate social skills to be used in different situations;
 - b) early identification of forms of violence and reporting of threats to safety;
 - c) early identification of problem behaviours and support for learning appropriate behaviours; and
 - d) guided practice which will lead to the independent application of a variety of skills.
- 2.2 Effective prevention strategies include:
 - a) character development programs;
 - b) Student Success strategies;
 - c) instruction related to cooperative group learning;
 - d) anti-bullying and violence prevention programs;
 - e) citizenship development;
 - f) student leadership programs; and
 - g) healthy lifestyles initiatives.

- 2.3 Further along the continuum, behaviour management strategies can be very effective. These strategies include:
- a) program modifications or accommodations;
 - b) verbal reminders;
 - c) visual cues to the desired behaviour;
 - d) appropriate class placement; and
 - e) positive encouragement and reinforcement.

3. Early Intervention Strategies

- 3.1 Intervention programs, as well as helping students to reduce their teasing, bullying, anger, or timidity, should attempt to discover and document the underlying cause(s) of the student's behaviour. As well as addressing, or helping students address, the cause(s), intervention should build on their strengths, enabling them to develop a healthy self-concept and appropriate interpersonal skills. Intervention programs must take into account the different learning needs of all students.
- 3.2 Progressive discipline should include early intervention strategies which help prevent unsafe or inappropriate behaviours in school and school-related activities. Early intervention strategies include, but are not limited to:
- a) contact with the student's parents;
 - b) review of expectations in the school code of conduct;
 - c) clear examples of appropriate behaviour;
 - d) removal of distractions;
 - e) consultation with school support staff;
 - f) individual, peer, or group counselling;
 - g) conflict resolution; and
 - h) a mentoring program.

4. Ongoing Intervention Strategies

- 4.1 Ongoing intervention strategies may be needed to promote and sustain positive behaviour and/or to address underlying causes of inappropriate behaviour. Some examples include:
- a) regular meetings with parents;
 - b) a behaviour contract;
 - c) volunteer service to the school community;
 - d) ongoing mentoring;
 - e) consultation with school support staff;
 - f) conflict mediation and resolution;
 - g) referral to counseling;
 - h) involvement of community agencies; and
 - i) plans to ensure student and staff safety.

5. Consequences for Inappropriate Behaviour

- 5.1 Progressive discipline may also include a range of consequences that focus on improving behaviour, such as one or more of the following:
- a) a meeting with the student, student's parent, and principal;
 - b) referral to a community agency for anger management or substance abuse counselling;
 - c) detentions;
 - d) withdrawal of privileges;
 - e) withdrawal from class with planned alternative learning activities;
 - f) restitution for damages; and
 - g) restorative practices.

6. Suspension and Expulsion

- 6.1 Short and long-term suspension and expulsion are further along the continuum of progressive discipline.
- 6.2 Details about the infractions and procedures related to these disciplinary actions are found in Administrative Procedure 381 Student Suspension and Administrative Procedure 382 Student Expulsion.
- 6.3 In every case where a principal considers whether to suspend a student or to recommend expulsion to the Board, mitigating and other factors must be considered, as required by the *Education Act* and as set out in Ontario Regulation 472/07 and the administrative procedures named above.

7. General Expectations

- 7.1 The school is required to develop and implement school-wide progressive discipline approaches that are consistent with this administrative procedure.
- 7.2 Administrators and teachers will encourage the active engagement of parents and the School Council in the progressive discipline approach.
- 7.3 The school will work with community agencies to support or deliver prevention or intervention programs.
- 7.4 In all cases where progressive discipline at any point along the continuum is planned, administrators and teachers must consider the particular student and circumstances, including the mitigating or other factors and consider the nature and severity of the behaviour and its impact on school climate.
- 7.5 Staff members are expected to demonstrate sensitivity to diversity, to cultural needs, and to special education requirements when considering progressive discipline.
- 7.6 The teacher, principal, or designate should keep a record for each student with whom progressive discipline approaches are used. It is important to document the

student's history and degree of success with different strategies in order to develop the most effective program.

- 7.7 If necessary, this record can also be used to demonstrate the alternatives attempted before considering the most serious disciplinary consequences of suspension or expulsion. The record should include:
- a) the name of the student;
 - b) date of the incident or behaviour;
 - c) nature of the incident or behaviour;
 - d) special considerations taken into account;
 - e) the progressive discipline approach used;
 - f) the outcome; and
 - g) the contact with the parents.

8. **Corporal Punishment and Physical Restraint**

- 8.1 No form of corporal punishment shall be permitted in Northern Lights Secondary School.
- 8.2 Physical restraint of students is a protective intervention strategy that may only be performed to protect the welfare of other students, staff members, visitors to the school, or the welfare of the misbehaving students themselves. This would include extreme cases of physical aggression, self-punishment, and refusal to submit to less restrictive intervention.
- 8.3 When physical force is used to restrain a student, it is to be used in accordance with the procedures set out in school guidelines.
- 8.4 All incidents which involve a staff member using physical force to restrain a student shall be documented by the principal.
- 8.5 James Bay Lowlands Secondary School Board will provide professional training to staff members on proper methods of restraint.

REFERENCE DOCUMENTS**Legal:**

Education Act, Part XIII Behaviour, Discipline and Safety

Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils [includes mitigating and other factors]

Ontario Student Record Guideline

Ontario Ministry of Education *Student Success Strategy* [grades 7-12]

Policy/Program Memorandum 119 Developing and Implementing Equity and Inclusive Education Policies 2013

Policy/Program Memorandum 128 The Provincial Code of Conduct and School Board Codes of Conduct

Policy/Program Memorandum 144 Bullying Prevention and Intervention

Policy/Program Memorandum 145 Progressive Discipline and Promoting Positive Student Behaviour

Ontario Human Rights Code

Youth Criminal Justice Act

Board:

Board Policy GOV-01 Values, Vision, and Mission

Board Policy GOV-13 Equity and Inclusion

Board Policy GOV-19 Special Education

Board Policy GOV-20 Safe School Environment

Board Policy GOV-21 Appeals and Hearings Regarding Student Discipline

Administrative Procedure 381 Student Discipline: Suspension

Administrative Procedure 382 Student Discipline: Expulsion

Administrative Procedure 385 Violence-Free School

Administrative Procedure 386 Student Assault on Staff/Volunteers