

Progressive Student Discipline

Purpose

The Division is committed to establishing and maintaining high standards of conduct in the interest of maintaining safe, positive learning environments that are supported through clearly articulated progressive student discipline.

The well-being and dignity of students and staff are paramount. On occasion, however, Livingstone Range School Division (LRSD) acknowledges that behavioural interventions may be necessary to correct student misconduct. There will be students who, for a variety of reasons, present behavioural challenges. In these situations staff will intervene at a level commensurate with the presenting behavior while taking into account the student's age, maturity, individual circumstances and ensuring that support is provided to students who are impacted by inappropriate behavior, as well as, to students who engage in appropriate behavior. If presenting behaviours escalate to a point where the safety and security of the student, other students and/or staff is at risk, a crisis intervention procedure will be implemented.

The purpose of this administrative procedure is to:

- Support the creation of welcoming, caring, respectful and safe learning environments for students that respect diversity and foster a sense of belonging for all members of our school community;
- Create the conditions to help students engage in their learning;
- Outline the expectations for responses to student behaviour;
- Provide guidelines and expectations supporting an effective school-wide approach to progressive student discipline.

Definitions

Bullying: The *Education Act* defines bullying as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation”. Bullying behavior also includes behavior that targets a student because of the actual or perceived sexual orientation, gender identity or gender expression of parents or other family members. It also includes, “the distribution of an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution.”

Bullying can take different forms including but not restricted to:

- Physical (pushing, hitting etc.);
- Verbal (name calling, threats etc.);
- Social (exclusion, rumours etc.);
- Cyber (using digital technology to harass, demean or threaten).

Discrimination: an action or a decision that denies an individual of their rights and freedoms in a manner that contravenes the *Canadian Charter of Rights and Freedoms* and/or the *Alberta Human Rights Act* (AHRA). Discrimination includes any behaviour or practice, whether intentional or not, that differentiates adversely, excludes or denies access to an individual on the basis of one or more of the following prohibited grounds: race, religious beliefs, colour, gender, gender identity, gender expression, sexual orientation, physical or mental disability, age, ancestry, place of origin, marital status, family status, or source of income.

Diversity: the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the discrimination definition as well as the following: culture and linguistic diversity, family composition, language, physical attributes, socio-economic status.

Expulsion: to remove a student from school, from one or more courses or education programs, or from riding in a school bus for a period of more than 10 school days in accordance with section 37 of the *Education Act*.

Harassment: any behaviour or pattern of repeated behaviour that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person. Sexual harassment is any unwelcome behaviour that is sexual in nature. Harassment is not a relationship of mutual consent.

Intensive interventions: those strategies and practices that are utilized to support specific individual students who do not respond to targeted or universal interventions.

Positive behaviour supports: create a structure which provides tools and strategies for school staff to positively affect how students behave and interact with one another. The focus of this approach is on establishing, maintaining and reinforcing the positive behaviour of the majority of students providing clear expectations, but it also addresses the problem behaviour.

Student misconduct: any violation of the policies and procedures of the Livingstone Range School Division or the rules of the school that the student is attending.

Suspension: the removal of a student from school, from one or more class periods, courses or education programs or from riding the school bus, up to and including 5 school days or less in accordance with section 36 of the *Education Act*.

Targeted intervention: classroom and school strategies, and practices that are utilized to support students who are identified as at risk for developing serious behaviour issues.

Universal intervention: strategies, expectations and practices that are utilized to support all students.

VTRA: Violence Threat Risk Assessment is not a disciplinary measure. A suspension may be recommended by the VTRA team as an intervention strategy.

Guiding Principles

1. LRSD is committed to providing students and staff with welcoming, caring, respectful and safe learning environments that foster a sense of belonging and respect diversity.

2. LRSD guiding principles are in compliance with requirements from Alberta Education where all students have the right to:
 - a. access a quality education;
 - b. learn;
 - c. be safe (physically, emotionally and socially) and secure in the school environment;
 - d. be treated with dignity, respect, and fairness;
 - e. be heard by school personnel.
3. In accordance with Section 31 of the Education Act, students have the responsibility to:

A student, as a partner in education, has the responsibility to

 - a. attend school regularly and punctually,
 - b. be ready to learn and actively engage in and diligently pursue the student's education,
 - c. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
 - d. respect the rights of others in the school,
 - e. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
 - f. comply with the rules of the school and the policies of the board,
 - g. co-operate with everyone authorized by the board to provide education programs and other services,
 - h. be accountable to the student's teachers and other school staff for the student's conduct, and
 - i. positively contribute to the student's school and community.
4. Schools are expected to support personal development, character and citizenship by managing discipline through a progression of proactive, preventative, and restorative strategies.
5. Responses to student behaviour include a consistent, universal school-wide approach, based on fair and predictable responses taking into consideration the student's age, maturity and individual circumstances.
6. Progressive student discipline strategies focus on support and corrective actions that provide opportunities to learn while focusing on improving behaviour.
7. Students and staff are expected to model and reinforce socially responsible behaviours.
8. Students and staff shall be treated fairly and with dignity.

Procedure

1. **The principal is responsible to** create and maintain a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all students;
 - a. create a learning environment that promotes the LRSD Mission, Vision and Values;
 - b. review annually and consistently implement the Administrative Procedure 350 Code of Conduct;

- c. ensure the school-wide approach responding to student behaviour includes universal, targeted and intensive interventions;
 - d. ensure supports are in place for students who are impacted by inappropriate behavior as well as for those students who engage in such behavior;
 - e. ensure the AP 350 Code of Conduct is publically available for all stakeholders;
 - f. be aware of and implement the information contained in LRSD documents pertaining to use of seclusion and physical restraint (AP 349);
 - g. educate and inform staff on the practices and policies regarding progressive student discipline;
 - h. ensure that student incidents and disciplinary measures are factually documented; and,
 - i. ensure that all reports of violent, threatening, discriminating, intimidating and bullying behaviours and/or incidents are assessed, investigated, and responded to.
- a. The principal determines what constitutes unacceptable behavior in accordance with the LRSD Code of Conduct (AP 350), applicable LRSD policies and procedures and the *Education Act*.

2. Code of Conduct (AP 350)

The LRSD Code of Conduct (AP 350) will be:

- a. implemented in all schools;
- b. made available to all student, parents and staff; and
- c. reviewed systemically on an annual basis.

3. Student Accountabilities

Students will be held accountable for their behaviour and conduct as outlined in AP 350 and individual school code of conduct

4. Unacceptable Behaviour

Students whose behaviour fails to comply with:

- a. Section 31 of the *Education Act*;
- b. Board Policy 21;
- a. AP 348 Progressive Student Discipline and AP 350 Code of Conduct will be subject to disciplinary measures up to and including suspension or expulsion.

5. Responding To Student Behaviour

When responding to unacceptable student behaviour, the principal and/or teacher must consider:

- a. the age, maturity, and individual circumstances including the student's social, emotional, developmental and cognitive levels;
- b. the student's learning needs;
- c. the nature and severity of the action or incident;
- d. the effect of the student's behaviour upon other students, the staff, the school environment, and the community;
- e. the student's previous conduct and previous interventions;
- f. the impact of proposed action on the student's future behaviour; and
- g. any other information that the teacher or principal considers relevant in assessing the response to the behaviour.

6. Behaviour Support Plan (BSP)

A Behaviour Support Plan (BSP) must be developed and implemented, when a student with severe behaviour is impeding the learning of the student (or other students). This may be completed in conjunction with the Behaviour Support Team.

7. Discipline Practice

Disciplinary actions must:

- a. be both corrective and supportive;
- b. reflect the range of interventions and responses including:
 - a. universal interventions;
 - i. targeted classroom and school interventions; and
 - ii. intensive individualized supports;
 - a. include opportunities for students to learn and make amends;
 - b. focus on improving behavior; and
 - c. help students be successful at school.

8. Teacher Responsibilities

Teachers must ensure that classroom based management and discipline strategies:

- a. are designed to contribute to creating welcoming, caring, respectful and safe learning environments;
- b. respect diversity and foster a sense of belonging;
- c. align with AP 350 Code of Conduct;
- d. focus on establishing, maintaining and reinforcing positive behavior;
- e. treat individuals in a fair, reasonable and objective manner;
- f. contain consistent procedures which are fair, reasonable and objective;
- g. provide support to students impacted by inappropriate behavior of others;
- h. make provision for early detection of discipline concerns;
- i. include student voice;
- j. emphasize early and ongoing communication with involvement of parents.

Consequences of Unacceptable Behaviour

Responses to student behavior must reflect a consistent, progressive school-wide approach to unacceptable behavior that includes both intervention and discipline at the classroom, school and system levels.

1. Classroom Level

It is generally expected that initial responses to student behaviour occur within the context of the classroom and involve the classroom teacher and other classroom staff supporting the student.

2. School Level

Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious, the classroom teacher will involve the support of school staff including administration.

- a. This level of response may be appropriate when:

- i. supports have been in place in the classroom and the behavior has continued;
 - ii. the behavior negatively impacts the learning of others;
 - iii. the student behavior is sufficiently serious and warrants a school level response.
- b. A principal may suspend a student from:
 - i. one (1) or more class periods;
 - ii. one (1) or more courses or school programs;
 - iii. the school environment for up to 5 days in accordance with the applicable Administrative Procedures.
 - iv. Riding in a school bus;
 - v. Activities sponsored or approved by appropriate authority.

3. System Level

The principal may recommend the removal of a student from the school environment and not re-instate the student (see Section 36 and 37 *Education Act*).

This level of consequence/intervention may be appropriate when:

- a. the behavior presents a threat or serious harm to members of the school community, or
- b. when the student has engaged in chronic and extreme disruption of the learning environment.

4. Parent Responsibility

- a. act as the primary guide and decision-maker with respect to the child's education, (b) take an active role in the child's educational success, including assisting the child in complying with section 31,
- b. ensure that the child attends school regularly,
- c. ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- d. co-operate and collaborate with school staff to support the delivery of supports and services to the child,
- e. encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- f. engage in the child's school community.
- g. (AP 132 Public Civility, Education Act Section 32).

5. Managing Risk and Threat Response

- a. All threats by a student must be reported to the principal.
- b. Where student conduct presents an immediate risk to the safety or well-being of self, other students or staff, LRSD staff/Principal will take steps to mitigate the risk, may include but is not limited to:
 - i. initiating VTRA protocol or contacting VTRA partners;
 - ii. contacting the parents;
 - iii. contacting the police;
 - iv. contacting other agencies as needed.(e.g. Alberta Health Services etc.)

6. Administrative Student Transfer

An administrative transfer:

- a. may be used to provide a student with a fresh start;
- b. may be initiated by the student's principal in consultation with division office;
- c. requires the parent and/or independent student's informed consent to the transfer;
- d. may be subject to specific conditions and time period;
- e. must be documented.

June, 2018

Update: April 2020

References

Section 8, 11, 31, 32, 33, 35, 36, 37, 52, 53, 196, 197, 222, 257 Education Act

[Alberta Education: Supporting Positive Behaviour in Alberta Schools: An Intensive Individualized Approach](#)

[Alberta Education: Positive Behaviour Supports](#)

[Alberta Education: Response to Intervention](#)

[Canadian Centre for Threat Assessment and Trauma Response](#)

AP 132 - Public Civility in Schools

AP 307 - Welcoming Caring Respectful Safe Learning Environments

AP 320 - Student Records

AP 330 - Student Attendance

AP 349 - Use of Physical Restraint

AP 350 - Code of Conduct

AP 352 - Student Interrogation and Searches

BP 21 - Welcoming, Caring, Respectful, and Safe Learning Environment