



School-Wide Discipline Response Guide

Home of the "TRUE" TITANS

Frame of Reference:

- Our discipline process is designed to be an instrument of success & inclusion.
- Be clear about our behavioral expectations and what defines success.
- Discipline needs to be fair, reasonable, and consistent with responses and/or consequences. Remember Fair is *not* always Equal.
- Pre-correct for anticipated behaviors and/or rule violations.
- Chronic is defined as regular, repeated, and frequent behaviours over a short period of time.
- Respect the uniqueness of each student, each incident, and each set of circumstances. Again, Remember Fair is *not* always Equal.

Stage 1

*Stage 1 Behaviors are addressed by staff members or substitute teachers
Chronic stage 1 behaviors will result in a referral to the school administration*

First Occurrence:

- Remind students of the expected behavior and why the expectation exists.
- Help students identify possible replacement behavior(s) to avoid future offenses.
- Document incidents, responses, etc.

Second Occurrence:

- Discussion with student about the importance of the expected behavior
- Use conventional classroom management strategies: private conference, change seating plan, provide a class time out, contact home, etc.
- Seek input/guidance from colleagues, case managers, counselors, and/or administration.
- Document incidents, responses, etc.

Third Occurrence:

- (NOTE: This may be the 4th or later occurrence if it's over a longer time frame.)
- Student is Referred to school administration accompanied by an Office Referral Form.

Stage 2

Stage 2 behaviors result in an immediate referral to the school administration

Any Occurrence:

- Referred to school administration
- Administration may ask reporting teacher to draft an incident report depending on the nature of the incident.

For Any Chronic Stage 1 or Any Stage 2 Behaviors

Administration Will Perform One or More of The Following:

- Issue a warning and record the incident in Winschool
- Make contact with home
- Detain student(s) for remainder of class
- Issue an in-school or home suspension
- Send a letter home (In the case of chronic absenteeism, for example)
- Complete a Guidance Referral Form
- Request the completion of a Behavior Modification Pathway
- Initiate a parent conference
- Enlist the assistance of student support (Development of behavioral response protocols, for example)
- Enlist the support of Board personnel