



DISCIPLINE CYCLE  
AND EBS MANUAL

SWAN HILLS SCHOOL

2019-20

## A NOTE TO STAFF

The following points are important to remember when implementing a strong discipline plan:

- Rules and expectations must be TAUGHT, MODELED, and PRACTICED repetitively so that students are clear on what is expected.
- Our goal is to focus on the POSITIVE at a 4:1 ratio and to provide appropriate interventions that include consequences, problem solving, and goal setting.
- Rules and expectations must be CONSISTENT and FAIR.
- Discipline should be a learning experience so it is important to give students an opportunity to change their behavior before enforcing sanctions.
- It has been proven that negative sanctions do not work unless they are accompanied by problem solving, goal setting and praise when working towards correcting the problem behavior.
- As a staff, we must be diligent, keep expectations high and follow through using a fair, consistent, matter-of-fact, professional and respectful approach.
- When students feel a need to argue with you, don't engage them. Just remind them that they are making the problem bigger than it needs to be. Nobody benefits from a power struggle and they will soon understand that they themselves have escalated the problem by their behavior.

# RULES, CONSEQUENCES AND REINFORCEMENT

## RULES:

1. Rules need to acknowledge the needs and rights of both students and staff and CLEARLY define the limits of acceptable behavior.
2. If we want our students to behave we must clearly TEACH, MODEL, and REINFORCE appropriate behavior.
3. Rules should be taught like any other subject. Drill, rehearsal and role-playing are effective techniques in teaching appropriate behavior.
4. All staff needs to be aware of school-wide rules and expectations and act accordingly. If we are not consistent and fair it will create confusion and resentment in students that will lead to defiant behavior.
5. Classroom rules and consequences in each individual classroom do not need to be identical. However, they need to be consistent with the school-wide rules and values.
6. Students will respond better if they are involved in the process of setting the classroom rules.

## CONSEQUENCES:

1. It is important to use logical consequences for misbehavior rather than punishment.
2. The goal is not to enforce compliance, but to encourage and enhance self-discipline.
3. To be effective, the consequences used must be known prior and logically connected to the misbehavior or action taken will be seen as punishment.
4. The inconsistent application of consequences by staff causes students considerable stress and can encourage or reinforce inappropriate behavior. If a rule is to be effective, a consequence must follow if the rule is broken.

## REINFORCEMENT AND INCENTIVES:

What person does not like to be recognized or rewarded for doing a good job? Students are no different. It is important with a positive discipline program to give positive reinforcement at a 4:1 ratio. This positive reinforcement should be mostly verbal or written so that students don't rely on "getting something" every time they follow the rules. We also cannot forget those students who are always following the rules. They tend to get missed while the students who always misbehave are getting all the rewards.

## EXAMPLES OF MEANINGFUL REINFORCERS AND INCENTIVES

- Smile, hug or handshake
- Positive comment either verbal or written
- Positive referral or certificate
- Positive phone call home
- Earned privileges like the following:
  - Additional time at recess
  - Additional computer time
  - Free reading
  - Staying after school with the teacher to play a game
  - Reading to or with a friend
  - Playing an educational game/doing a puzzle
  - Assisting the office staff
  - Lunch with the teacher or principal
  - No homework certificate
  - Move your desk to a chosen location
  - Sit in the teacher chair for a period
  - Help out with a younger class
  - Choose a game in PE

## MORE FOOD FOR THOUGHT

When thinking about the effectiveness of any behavior plan think about the following:

- It is more effective to try and solve the problem with a student within your classroom than to rely on administration.
- Discipline is a learning process so we need to assist students and not simply penalize them for misbehavior.
- The approach needs to be clear, relevant and sensible.
- Individual and group consistency is extremely important amongst the staff.
- It is important to be PROACTIVE, not reactive. Be calm and do not resort to yelling, power struggles or sarcasm. This shows a lack of control and will escalate the problem and turn the situation from being about their behavior to being about yours.
- Remember that there are degrees of misbehavior. If the behavior is not life threatening or morally threatening or not interfering with your teaching and the learning of others students, what is the worst that can happen? Remember that things are not always black and white. There are grey areas. Be reasonable and let common sense prevail.
- Students need to see the behavioral interventions as an act of protection. That is, your intervention is a result of their poor choices. This is why it is critical to explain to students the nature of their misbehavior.
- Remember that students are not perfect. They will make mistakes and every mistake is an opportunity for them to grow and learn.

# GUIDELINES FOR TEACHING EXPECTATIONS

\*The three most important things to remember when teaching expectations are:

REMIND

REDIRECT

REINFORCE

## 1. REMIND

It is the constant repetition in the teaching of rules and expectations in the classroom and diligent reminders in and out of the classroom that is going to make it very clear to all students what we expect.

Expectation lessons:

It is important to create lessons to teach expectations as concepts in the classroom and use examples to teach how they apply to the various sites within the school setting.

The lessons need to be taught on location by classroom teachers, counselors, administration and support staff and involve:

1. Describing the situation at the location (why people go there, desired behaviors, problems that occur).
2. Modeling the expected behavior with positive and negative examples.
3. Having students practice the appropriate behaviors.

\*\*These lessons must be a major focus in September and retaught when necessary.

## 2. REDIRECT

Students need consistent and fair redirection of their negative behavior. This is done by:

- Modeling the appropriate behavior for the student
- Telling the student verbally what needs to be done and directing the student to try it again the proper way. If this is done in a respectful, quiet and calm manner, the student should not feel threatened or belittled.
- **Make sure all students are treated in the same manner.**

## 3. REINFORCE

Students need consistent and fair reinforcement of rules both positively and negatively. This is done by:

- Giving the student praise and/or reward for following the rules – remember the 4:1 ratio of positive over negative.
- Consistent and fair consequences for not following the rules. All students must be treated equally.

**\*\*IF AN INCIDENT TAKES PLACE, MAKE SURE YOU HAVE DOCUMENTED IT. ADMINISTRATION CANNOT HELP WITH REPETITIVE LEVEL 1 PROBLEMS IF THERE IS NOT A CLEAR WRITTEN HISTORY OF PRIOR INTERVENTIONS AND PARENT CONTACT.**

# DEFINITIONS AND LEVELS OF PROBLEM BEHAVIORS

## LEVEL 1 PROBLEM BEHAVIORS

When students are not meeting classroom and general school expectations.

Examples include:

- Talking out
- Being off task
- Being unprepared
- Hands/feet/objects on others
- Inappropriate comments/language
- Violating dress code
- Not following playground equipment/area rules
- Tardiness
- Not following hallway rules (in hallway during/between classes unnecessarily, wandering, pushing)
- Rudeness towards other students/teacher
- Any other minor behavior that does not meet "Our Expectations"

**These are handled by the adult in charge of the setting in which the behavior occurs.**

Steps in intervention:

1. Teaching appropriate behavior
2. Remind, redirect, reinforce
3. Removal from area/activity
4. Appropriate consequences (call or note home, loss of recess, detention, letter of apology, restitution etc.)
5. If warning has been given to the student and the behavior continues then documentation must be made as well as a phone call or note home.

## LEVEL 2 PROBLEM BEHAVIORS

These are when students have repeated Level 1 misbehaviors (3 Office Referrals in a week or 5 in a month). A Level 2 behavior might also be one that is not quite at Level 3 intensity, frequency, intent or result.

Examples include:

- Repeated or more serious levels of those listed in Level 1
- Level 3 behaviors from the list below that are not quite “serious misconduct” because they are extenuated, provoked, likely not to be repeated, unpremeditated, low intensity and/or caused by poor judgment or lack of skills than by intent to misbehave.

**These are handled by the adult in charge of the setting in cooperation with the administration.**

**\*\*Note: Administration will not give consequences for repeated Level 1 behaviors unless there is clear documentation of prior interventions including parent contact.**

Steps for intervention:

1. Remind, redirect, reinforce
2. Apply consequences for that setting. Fill out office referral.
3. Phone call or note home to parents
4. Report to administration
5. Referral to PAWS
6. 1 day in-school suspension. If another 1 day in-school suspension occurs that month, all extra-curricular activities and field trips will be suspended for the remainder of the month.
7. Three more in a month will result in progressively longer in-school and then out-of-school suspensions.

## LEVEL 3 PROBLEM BEHAVIORS – SERIOUS MISCONDUCT

When a student endangers the safety or well-being of others or makes normal classroom activities difficult or impossible.

Examples include:

- Fighting – single fist or intent to injure
- Harassment/bullying
- Defiance/Repeated refusal to comply
- Unsafe activities
- Very offensive or frequent obscenities or teasing towards other students
- Theft/Break and Enter
- Coercion
- Repeated Level 2 behaviors
- Weapon possession

**These are handled by Administration.**

Steps for intervention:

1. Remind, redirect, reinforce (in non-emergencies)
2. Send student to the office
3. Complete office referral and give to administration
4. Parent contact by administration
5. Action by administration
6. Referral to PAWS
7. Complete a new or revised Behavior Assistance Plan
8. In school suspension for first and second offences. All extra-curricular activities and field trips will be suspended for the remainder of the semester. Progressively longer out of school suspensions for repeated incidents over the semester.

## LEVEL 4 PROBLEM BEHAVIORS – SEVERE MISCONDUCT

Level three behaviors that are more serious in their intent or very dangerous to the well-being of others or drug and/or alcohol possession or intoxication.

Examples include:

- Swearing/name-calling towards a staff member
- Fighting with violent intent to harm (repeated punching/kicking, injuries inflicted, gang-type behavior)
- Violent/Dangerous behavior
- Weapon possession with intent to harm
- Drug and alcohol possession and/or intoxication

**These are handled by Administration.**

Steps for Intervention:

1. Remind, redirect, reinforce (in non-emergencies)
2. Send student to the office
3. Complete office referral and give to administration
4. Parent contact by administration
5. Action by administration
6. Referral to PAWS
7. Complete a new or revised Behavior Assistance Plan
8. 3-5 day out of school suspension with the possibility of VTRA protocol enacted. Swearing and fighting – 3 days with 5 days if repeated in the semester. All others, 5 days with VTRA protocol enacted



## SWAN HILLS SCHOOL DISCIPLINE CYCLE

\*Any misbehavior while on an in-school suspension will automatically be reverted to an out-of-school suspension.

Offense	1 <sup>st</sup> Incident	2 <sup>nd</sup> Incident	Subsequent Incidents
Repeated Level One Offenses (3 office referrals in a week or 5 in a month)	1 day in-school suspension	In same month, 2 day in-school suspension Behavior plan implemented	In same month, 3 day in-school suspension Behavior plan reviewed
Serious hands-on with intent to harm	1 day in-school suspension	2 day in-school suspension Loss of extra-curricular	1-3 day out-of-school suspension
Outright defiance or refusal	1 day in-school suspension	2 day in-school suspension Loss of extra-curricular	1-3 day out-of-school suspension
Theft/Break and enter	1 day in-school suspension	2 day in-school suspension	1-3 day out-of-school suspension
Coercion	1 day in-school suspension	2 day in-school suspension Loss of extra-curricular	1-3 day out-of-school suspension
Harassment/bullying (Most issues will first try to be solved with other non-disciplinary interventions prior to these disciplinary actions.)	1 day in-school suspension with restitution Referral to counsellor	2 day in-school suspension Safety plan implemented Loss of extra-curricular	1-3 day out-of-school suspension Safety plan reviewed Other interventions as required ie. PAWS
Possession of a weapon without intent to harm	1 day in-school suspension	2 day in-school suspension Loss of extra-curricular	1-3 day out-of-school suspension
Unsafe behavior/Vandalism	1 day in-school suspension	2 day in-school suspension	1-3 day out-of-school suspension
Swearing at/name-calling towards staff	3 day out-of-school suspension	3 day out-of-school suspension Behavior plan Loss of extra-curricular	Recommendation for expulsion
Fighting (repeated punching, violence)	3 day out-of-school suspension	3 day out-of-school suspension Behavior plan Loss of extra-curricular	Recommendation for expulsion
Verbal/written threats	1-5 day out-of-school suspension depending on threat VTRA protocol	Same as 1 <sup>st</sup> incident Loss of extra-curricular privileges	Recommendation for expulsion
Drug/alcohol possession or intoxication	3 day out-of-school suspension Appointment made with Mental Health and Addiction Loss of extra-curricular	Recommendation for expulsion	

Understand that Primary students in Grades K-3 may need slightly different consideration in regard to suspensions; at these ages, behavior and meaningful consequences will be closely considered in conjunction with the SHS Discipline Cycle.

Students with IPPs, Behavior Plans, Safety Plans, and/or relevant Special Education Coding, will have consequences assigned in relation to both these documents and the SHS Discipline Cycle.

## Cell Phone Policy

Cell phones will be allowed in junior/senior high but, to avoid distraction during class time and to encourage greater focus on lessons, devices are not permitted for use during class except when directed by a teacher. Electronic devices may be used during breaks, but must be kept in pockets, backpacks, or lockers, during class time. If this policy is broken, the following will occur.

Steps for Intervention:

1. Tell student they must put the phone in their locker or backpack.
2. If they refuse, send them to the office.
3. Student will sign slip noting the condition of the phone, and the phone will be placed in the Principal's office. If the student continues to refuse in the office, parent contact will be made noting the students' refusal and possible suspension if it continues.
4. Student will pick up phone at the end of the day from the office.
5. Repeated offences will require the parent to pick it up from the office.

## Late Assignment Policy

There will be a two week deadline on all assignments – no late submissions after the two weeks. If students fail to hand in an assignment a week after the due date, junior high students will be required to complete those missing assignments during their option time. High school students have until three weeks prior to the end of the semester to hand in any late assignments.

## Late and Attendance Policy

Late Parameters:

A student is considered late if they are not present when you complete your attendance. Attendance will be taken immediately after O'Canada. If a student arrives during the time you are taking attendance, they are not considered late. Teachers will send students to the office for a late slip.

Division one and two:

Teachers will have their own means of dealing with students who are late to their classrooms. If a student is absent for more than 10 days, the teacher will notify the office. 3 lates will equal an absence. The office will then send a letter to parents and begin tracking the student. Parents will be notified again after 20% absences. If there is no improvement over the next month, the matter shall be referred to the Attendance Board.

Division three:

After 5 lates in a month the student will serve 30 minutes after school. This is per class as teachers will

track their own lates. This will reset monthly.

If a student is absent for more than 10 classes, the teacher will notify the office. The office will then send a letter to parents and begin tracking the student. Parents will be notified again after 20% absences. If there is no improvement over the next month, the matter shall be referred to the Attendance Board.

Division four:

Three inexcusable lates will equal one absence.

If a student is absent for more than 10 classes, the teacher will notify the office. The office will then send a letter to parents and begin tracking the student. Parents will be notified again after 15 absences. When students are more than 20% absent and there is no improvement after a two week period, the matter shall be referred to the Attendance Board and the student will be removed from the classroom to an alternate setting. This is per semester.

## Skipping

Skipping a class or classes will be identified as an unexcused absence, parents will be notified and students in elementary and junior high will make up the time that they have missed after school. High school students will have the natural consequence of missing instruction and eventually being removed from the class.