

Behavior & Progressive Discipline Continuum: Dr. Morris Gibson School

MINOR Infractions:

Behaviors that are not a safety risk to self or others, but demonstrate non-compliance to school code of conduct or classroom agreements. These behaviors may have some impact on student learning, and should be dealt with initially by the staff member who observes the behavior. On the school yard this would be the supervisor, in the hallways this would be any staff that sees the behavior, and in the classroom this would be the teacher (may be supported by EA/YDC).

MODERATE Infractions:

Behaviors that could lead to a safety risk to self or others, including physical, emotional, and psychological. These behaviors may have significant impact on the social-emotional well-being of others and/or student learning, and should be dealt with by the Support Team including as appropriate the teacher, EA, LC, FSLC, Counsellor, YDC, parents, admin. Consequences of unacceptable behavior will take into account the student's age, maturity, and/or individual circumstances. All worrisome behavior must be reported to administration.

MAJOR Infractions: Behaviors that are deemed by staff to be harmful to self or others.

NOTE: All threatening and high risk behavior must be documented and reported to administration.

	Universal - Minor	Targeted - Moderate	Individualized - Major
Expected Behavior: Regular School Attendance	Unexpected Behavior: Truancy – Late, Absenteeism		
	More than ½ day per week excused/unexcused absenteeism	A day per week absenteeism Regularly late to school/class	More than a day a week absenteeism
Expected Behavior: Compliance & Respect	Unexpected Behavior: Defiance/Disrespect		
	Non-compliance – not following teacher or staff direction(s) Argumentative, rude response to staff Lack of respect for others and own learning	Defiance – refusal to comply to direct instructions from school staff High level of disruptive behavior Continuous, regular disruptive behavior interfering with class learning	Leaving the situation where a staff member is giving direction or re-direction
Expected Behavior: Work Completion	Unexpected Behavior: Work Refusal		
	Apathy Lack of Effort Unprepared to learn	Repeated refusal to complete assignments/work	
Expected Behavior: Safe Physical Behavior	Unexpected Behavior: Unsafe Physical Behavior		
	Unsafe or improper use of items with low risk of physical harm	Use/Misuse of items with moderate physical harm Damage of property (based on cost/work to repair)	Use/Misuse of items with a high level of physical harm Physical aggression, violence, or threatening behavior Damage of Property (based on cost/work to repair)
Expected Behavior: Acts of kindness	Unexpected Behavior: Bullying or Mean Behavior		
	Exclusionary behavior	Racial, gender or ability slurs	Directed name calling, use of vulgar or derogatory language; physical or aggressive intimidation Acts of bullying, harassment, intimidation and discrimination
Theft			Based on value, age, intent

DMG – Behavior Continuum

DMG– Supports (Progressive Discipline Continuum)

Universal	Targeted Classroom	Targeted School Based	Individualized
<p>Collaborative Response Meetings</p> <p>Parent Voice Community Voice</p>	<p>Teacher to contact home to problem solve</p>	<p>School-Based Team and home to collaborate and problem solve</p> <p>Request for Support: LC, YDC, FSLC</p> <p>Parent Council</p>	<p>Referral to School-Linked Team to collaborate and problem solve</p> <p>Referral to external agencies or School-Linked Team for problem solving</p>
<p>Assessment : Tracking and Self-Monitoring</p> <p>Surveys</p> <ul style="list-style-type: none"> • APORI – Safe, Caring Schools • TTFM 	<p>Teacher:</p> <ul style="list-style-type: none"> • ALSUP • SEL Rubric • ABC Chart • Checklists • Anecdotal • Interviews • Observations <p>Student(s):</p> <ul style="list-style-type: none"> • Self-Monitoring • Tracking Sheets • Graphs 	<p>Benchmark Data:</p> <ul style="list-style-type: none"> • Student Risk Screening Scale (SRSS) & • Student Internalizing Behavior Screening Scale (SIBSS) • SOS-Q 	<p>Functional Behavior Assessment (FBA)</p> <p>Social Emotional Competency Rating Scale</p> <p>BASC</p> <p>Parent Perception Questionnaire (CLEVR)</p> <p>Student Questionnaire (CLEVR)</p> <p>Rating Scales</p> <p>External Assessments/Recommendations</p> <p>Violent Threat Risk Assessment (VTRA)</p> <p>Suicide//Self Harm Risk Assessment</p>
<p>Connectedness & Belonging</p> <p>Positive involvement in school activities</p>	<p>Daily meet and greet</p> <p>Informal check in's</p>	<p>Buddy bench</p> <p>Play Pals</p> <p>Structured Recess</p>	<p>CICO (Check In/Check Out)</p>
<p>Positive Relationships:</p> <ul style="list-style-type: none"> • Build • Maintain • Restore 	<p>Classroom Circles</p> <p>Cross-Grade Ambassadors</p>	<p>Mini-Conferences</p> <p>Peer Mentorship</p>	<p>Community Conferences</p> <p>Adult Mentorship</p>

Restorative Practices Mentorship Student Voice			
Clear, Consistent Classroom and Schoolwide Expectations	Clear, visible Behavior Expectations through Classroom Agreements	Behavior Matrix	Visible Code of Conduct & Progressive Discipline Continuum
Environmental Modifications: Flexible Learning Environments	Self-Referred Time In to Room to an alternative area Alternative learning space options in classroom	Staff-Referred Time to alternative area	Staff Referred Time Out in Office
Behavior Support Strategies, Plan or Contract	Proactive Collaborative Problem Solving Conversation (CPS)	ILP – Personal Well-Being ILP – Promoting Positive Behavior Computer Contract Attendance Contract	Individual BSP Safety Plan
Social & Emotional Learning Competencies <ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness ● Responsible Decision Making ● Relationship Skills 	Zones of Regulation (K-3) Mind Up (4-6) PATHS (1-6)	Intentional Small Group Teaching & Learning Assemblies/Bulletin Boards to review expectations	Individual Counseling or Coaching (YDC, LC, FSLC, School) Social Stories Social Scripts Re-framing (cognitive distortions) Gradual exposure Visualization Breathing Self-talk
Celebrations and Positive Reinforcement	Formative Behavioral Feedback Attendance Recognition Student of the Week	Goal Setting and Celebrations/Reinforcement	Phone Calls Home to share successes ie attendance increases, academic improvement, behavioral goal attainment
Fair and Predictable Response or Consequence	Time in hall to await collaborative problem solving opportunity Loss of use of equipment or area	Reversed break time Loss of break time Time Out Office Referral	Sent home for day Structured In-School Suspension Out-of-School Suspension