EASTCONN
Where Learning Comes to Life

STUDENTS
Series 5000
Policy #5023.3.1

Discipline

Progressive Discipline and Promoting Positive Student Behavior

The Executive Committee of the Board of Directors supports all students' right to learn. To do so, each student must be in a school climate that is satisfying and productive without disruptive behavior by any student infringing upon the rights of others. The Executive Committee of the Board of Directors is committed to ensuring that EASTCONN schools are safe and orderly environments in which teaching and learning can take place within a climate of mutual respect. Therefore it is the policy of the Executive Committee of the Board of Directors that each school implement an age-appropriate student code of conduct designed to improve the student learning environment by improving student behavior and discipline and establish a framework to enable, support and maintain a positive school climate.

Definitions

Progressive discipline is a whole-school approach that utilizes a continuum of incremental interventions, whenever possible, supports, and consequences to address inappropriate student behavior and to build upon strategies that promote positive behaviors. When inappropriate behavior occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive.

Progressive discipline is a process designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior leading to the discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account.

Progressive discipline must take into account the needs of individual students by showing sensitivity to diversity, to cultural needs, and to special education needs. In addition, progressive discipline must be in keeping with the Executive Committee of the Board of Directors policies on anti-racism, ethno-cultural equity and anti-discrimination education. Progressive discipline seeks concurrent accountability and behavioral change.

Principles

(a) The goal of the operational procedure is to support a caring and safe learning and teaching environment in which every student can reach his or her full potential.

(b) Appropriate action must be taken to address, in a consistent way, behaviors that are contrary to federal, state, Board of Directors and school codes of conduct.

(c) Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies that promote positive behaviors.

(d) The range of interventions, supports and consequences used by schools must be clear and developmentally appropriate and must include learning opportunities for students to reinforce positive behaviors and help students make good choices.

(e) For a student with special education needs, consequences, interventions and supports must be consistent with the expectations in the student's Individual Education Plan (IEP).

(f) School administrators must consider all mitigating and other factors as required by federal and state statutes and as set out in policies and procedures pertaining to student conduct, student discipline and suspension and expulsion.

Practices

Schools shall:

(a) develop and implement individual school-wide progressive discipline plans;

(b) develop a range of interventions, supports, and consequences including circumstances in which suspension or expulsion may be the required response;

(c) use the most appropriate method to respond to a student's behavior as outlined in this policy and the school's individual progressive discipline plan providing for progressively more serious consequences for repeated or more serious inappropriate behavior;

(d) use interventions, consequences, and supports for students with special education needs that shall be consistent with the expectations in the student's Individual Education Plan;

(e) develop a process for building on existing partnerships, or developing new partnerships, with community agencies and local police services that support students and their families;

(f) provide opportunities for on-going dialogue with parents related to student achievement and behavior;

(g) provide opportunities for students to improve the school climate by assuming leadership roles (e.g., peer mediation, mentorship);

(h) review the school's Code of Conduct to ensure that it is aligned with a progressive discipline approach;

(i) establish a supportive learning environment through appropriate interactions between all members of the school community;

(j) communicate policies and procedures on progressive discipline to all students, parents, staff members, school governance council members and community;

(k) establish performance indicators for monitoring, reviewing, and evaluating the effectiveness of this and related operational procedures;

(l) apply interventions which may include:

- Discussion with a teacher, member of the support staff, vice-principal or principal
- Attendance/performance/behavior contracts
- Counseling staff
- Time-out
- Reflection sheet
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school activities
- Peer mediation
- Mentoring
- Conflict resolution
- Individual or group counseling
- Detention
- Restitution for damaged or stolen property
- Community service
- Referral to community-based organizations
- Restorative practices

(m) prior to suspending a student or recommending a student for expulsion, conduct an investigation and consider mitigating and other factors and document the process used;

(n) review annually through the Safe School Climate Committee the school plan for progressive discipline.

(cf. 5023.1.1 – Conduct and Discipline)

(cf. 5003.1.1 – Bullying)

(cf. 4008.6.1 - Safe Schools)

Legal Reference: Connecticut General Statues

4-177 through 4-180. Contested Cases. Notice. Record.

10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111 and PA 14-229.

2la-240(9) Definitions.

53a-3 Definitions.

PA 94-221 An Act Concerning School Discipline and Security PA 95-304 An Act

Concerning, School Safety

GOALS 2000: Educate America Act, Pub. L. 103-227 18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Act, Sec. 314

Elementary and Secondary Schools Act of 1968, as amended by the Gun Free Schools Act of 1994

PL 105-17 The Individuals with Disabilities Act, Amendments of 1997 20 U.S.C.

Section 7114, No Child Left Behind Act

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