



## The CBE Progressive Student Discipline Philosophy

The Progressive Student Discipline Philosophy is a school-wide approach to addressing student behaviour that helps to foster welcoming, caring, respectful and safe learning environments.

It responds to current research that shows how maintaining a connection with the community supports students' personal growth, a sense of belonging and long-term changes in response to conflict. The resulting understanding of relationships and respect for diversity strengthen a sense of belonging that creates the conditions for student engagement in learning.

This approach to student discipline includes:

- a continuum of interventions,
- supports and consequences, and
- strategies that promote positive behaviours.

### The Purpose of Progressive Student Discipline

- To appropriately hold students accountable for their actions.
- To provide supports that will help students develop conflict resolution skills, empathy, and skills to restore relationships.
- To help students to understand how their actions have affected others and how the people affected will respond to restitution.
- To make decisions that focus on the safety of students and staff.

### Responding to an Incident

#### School's Response

Learning for students occurs through the schools' responses to incidents. The response will focus on helping the student to understand the impact that the incident had on others and increasing their sense of community, tolerance, safety and belonging.

The school's response to an incident will consider the:

- specific context and circumstances of the incident;
- student's learning needs;
- student's history at the school and within the school system;
- impact of the incident on other students and staff; and
- seriousness of the behaviour.

#### Student's Response

The student is encouraged to participate in creating a restorative response to the incident. They can determine how to make amends, restore relationships, provide a sense of safety and provide restitution for damage to property.

Some examples of the student's response may include:

- Having in-person conversations with those affected.
- Repairing damaged property.
- Volunteering within the school or greater community in ways reflective of the incident.
- Seeking ways to share commonalities with those involved in the conflict rather than focusing on differences.
- Participating in community based Restorative Conflict Resolution.
- YMCA Alternate Suspension.
- Accessing community services if their choices may be leading them toward criminality, i.e., MASST or YARD



### Suspension or Expulsion Following an Incident

The safety of students and staff is the responsibility of the school principal. The principal may decide that a period of time and space will help to ensure the safety of the school community until the student and their family can access services and resources.

The purpose of suspending or expelling a student is to allow growth, learning, healing and restorative practices to occur in order to ensure the continuation of a welcoming, caring, respectful and safe learning environment when the student returns.

In these cases, the principal may suspend for 1-5 days or make a recommendation for expulsion. An expulsion applies to the current school year only.

If the principal recommends an expulsion, the student and their family will have an opportunity to meet with members of the Alberta Education Board Delegates and the CBE Risk Psychology Team before that team makes a final decision.

### More Information

Please visit the CBE website <http://www.cbe.ab.ca> for more information on the **Progressive Student Discipline Policy – Administrative Regulation 6006**.

If you have questions about the disciplinary measure taken with response to your child the first step is to speak with the principal at your child's school - [www.cbe.ab.ca/findaschool](http://www.cbe.ab.ca/findaschool).