

PRINCE ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 6

POLICY ITEM: Student Discipline	CODE: IFB
LEGAL STATUS: Education Act, 1995, 149-154 Board Motion 51.08	DATE APPROVED: 26 Mar 96 10 Mar 08

Background: A Catholic school system strives to generate a community climate in each school that is permeated by the Gospel spirit of freedom and love. It also attempts to reproduce the warm and intimate atmosphere of healthy family life. Discipline is clear and consistent action that is both loving and firm, facilitating growth and responsibility. It addresses the needs and rights of teachers, students and parents/guardians in order that effective education takes place. The Education Act, 1995, Section 150, outlines the general duties of students which serve as a base of expectations for student behaviour in the schools.

POLICY: **The ideals of love and justice, as taught and lived by Jesus, will guide the Prince Albert Catholic School Division staff in teaching children self-control and self-discipline and responsible behaviour within a Christian community.**

- Guidelines:**
1. The long term purpose of discipline is to develop in each student the age and cognitive level appropriate capacity to recognize his/her part in behaviour and to take responsibility for such. The short term purpose is to maintain classroom and school conditions that contribute to effective teaching and learning.
 2. The principal will lead the staff in establishing a discipline policy that falls within the guidelines of the division policy. The policy and any subsequent changes will be reviewed by the School Community Council and the Director of Education.
 3. The discipline policy will be shared annually with staff, students and parents. Suggestions for amendments to the policy will be brought to the attention of the principal.
 4. Parents/guardians are expected to play the primary role in the teaching of self-discipline to their child.
 5. At the time of registration, parents are responsible to inform the teacher/principal of any condition or circumstance that would be of assistance to the teacher/staff member in teaching or disciplining the student.
 6. Staff members should be made aware if the cause of disruptive behaviour could lie in medical conditions or other circumstances beyond the control or understanding of the child and use this knowledge to influence related actions.

7. When discipline issues arise, staff members will use the opportunity to teach appropriate behaviour.

Teachers and support staff are expected to act as kind, firm and judicious parents/guardians. To keep a student safe or when the safety of others is a concern, actions such as taking a student by the hand or arm to remove him/her from a situation may sometimes be necessary. Demeaning and humiliating disciplinary procedures are not to be used. Physical punishment will not be used.

8. Disciplinary concerns are best addressed with those directly involved, beginning with the student and staff member. However, each student/parent may bring unresolved issues related to a discipline decision to the next level.
9. Student and staff have the right to a safe environment that is free of violence, threats and intimidation. Principals or their designate may immediately report to the Director of Education or designate and suspend a student for overt opposition to authority or serious misconduct as outlined in the Education Act, 1995, Section 154 (1).
 - 9.1 A suspension of up to three days will immediately be reported to the parent or guardian of the student followed up with a letter to the parent or guardian and a copy to the Director of Education.
 - 9.2 A suspension of over three days for inappropriate conduct as outlined in the Education Act, 1995, Section 154 (2) will immediately be reported to the parent or guardian of the child and to the Director of Education who will review the circumstances and who will confirm, reduce or remove the suspension. The parent may appeal a suspension over three days.
 - 9.3 Furthermore, the Director of Education or designate shall provide the Board of Education with a written report within seven days that:
 - 1) describes the incident
 - 2) provides a recommendation indicating the length of suspension or the expulsion of the student and any conditions of reinstatement.
 - 3) provides background information that includes the age of the student and the degree of danger to the school community posed by the student.
 - 9.4 In extreme cases the Board of Education would consider expulsion as per the Education Act, 1995, Section 155.
10. It is recognized that teaching a student self-discipline is important and warrants the support of the community. When strategies and best practices do not bring about a situation of acceptable conduct, the school will receive the assistance and guidance of school division supports.

11. In the event that a student is unable to cope in a regular school placement then the student will be referred to one of the specialized service programs such as TEAM, STAR or Lucy Baker School. If a student is on the waiting list for one of these specialized service programs, and is under 16 years of age, then the student may be exempted from receiving the regular education program, but would remain on the register for his/her home school. The student's school, will provide a "home-study" program. The student will be reintegrated in a regular school placement when the behaviour suggests a regular placement would be appropriate.

Procedures:

1. Each school shall establish a discipline policy with clear expectations for student behaviour and shall include these expectations in the school handbook for the information of students and their parents. These expectations should include the following:
 - a) A statement of responsibilities which the school has toward students and their parents.
 - b) A statement of responsibilities which the student has toward the school.
 - c) A statement of responsibilities which the parent has toward the school relating to support for disciplinary measures, including any conditions that may affect the child's behaviour.
 - d) A statement of school rules and expectations.
 - e) A statement that consequences shall be fair, clear and just. Consequences shall be discussed both at staff and classroom levels. (Consequences do not have to be the same for each child and each situation. These consequences must be consistent with established standards.)
2. Teachers are expected to develop classroom expectations, in consultation with the principal, that conform to school and school division policies. These classroom expectations shall be taught within the first two weeks of each school year/semester. Ideally these expectations will be in written format and made available to each student/parent.