STUDENT DISCIPLINE FRAMEWORK

Background

Our Division promotes the development of students who are models and witnesses of Jesus Christ and who thrive in a faith-based environment focused on being safe, caring, welcoming, respectful, and nurturing. To that end, the Greater St. Albert Catholic School Board supports the consistent implementation of a variety of supportive strategies to teach responsible behaviours to its students, and believes that acceptable standards of student conduct can be achieved by:

a) establishing clearly understood and reasonable limits to student behaviour which can be consistently respected and upheld;

b) recognizing that the maintenance of effective student behaviour is the responsibility of students, staff, and parents;

c) communicating the standards and expectations of student behavior in Student Codes of Conduct in every school that are reviewed annually and posted for public reference.

Schools should use a wide range of interventions and consequences to reinforce positive behaviour and to help students better understand the consequences of their choices. In establishing a fair, reasonable, firm, kind, and judicious disciplinary response to inappropriate student behaviour, principals, their delegates, and teachers, as permitted in the *Education Act*, may use reasonable interventions that consider the context of the circumstances, the behavioural history of the students involved, and the age / stage of development of the student.

In all cases where ongoing intervention strategies are used, the student's parents/guardians should be consulted.

This AP 350 applies to all instances where there is a need and / or a reasonable basis to implementation of a variety of supportive strategies to teach responsible behaviours to its students, and, in particular, applies to AP 358, AP 359 and AP 360.

Guidelines

Student Codes of Conduct

1. Students shall conduct themselves in accordance with the code of conduct established in Section 31 of the *Education Act*.

2. Each school shall develop a Student Code of Conduct that enacts the Division vision of school discipline as outlined in this framework and that adheres to current legislation and Division procedures (AP 358, AP 359, AP 360, AP 361, AP 460, AP 140, AP 149).

3. The Principal shall involve appropriate stakeholders in the development of disciplinary approaches and procedures for the school (AP 110).

4. The Division believes that acceptable standards of student conduct can be achieved by:

    4.1 establishing clearly understood and reasonable limits to student behavior which can be consistently respected and upheld.

    4.2 recognizing that the maintenance of effective student behavior is the responsibility of students, staff, and parents.

5. Each school shall develop consequences for non-compliance with established rules and regulations.

6. Each school will adhere to the guidelines within this framework for establishing such rules and consequences.

Student Discipline cannot be Discriminatory

1. Before applying disciplinary measures, the school principal or designate or teacher shall consider the potentially discriminatory impact of disciplinary decisions on students who are protected by the *Alberta Human Rights Act*, including but not limited to the grounds of race and disability, and whether an accommodation is required.

Supporting Positive Behaviour

1. *Supporting Positive Behaviours* is a strategy for schools to further the social responsibility and responsiveness of students in meeting behavioural expectations in a school. Within this model, pre-determined levels of support and intervention may be established to enhance a positive climate of school engagement for all students. While the support model may look different at each school, three levels may be clearly identified:

    1.1 Basic /Universal Support:

    Systemic teaching that produces a clear understanding of expectations is developed in a collaborative and respectful culture.

    1.2 Targeted Support:

    Additional support is provided for those students who have not yet internalized appropriate responses to the expectations that they have been expected to follow.

    1.3 Individual / Intensive Support:

    Highly focused support is established for those students who require ongoing adult monitoring in order to engage in appropriate behaviours.

Supporting Positive Behaviours is based upon a belief that teaching and nourishing appropriate behaviours has a far greater success than relying upon a model of

consequences and punishment. This model is applied according to the age and stage of development of the learner and is a strategy that a principal may also use to address bullying within a school.

Restorative Discipline

1. *Restorative Discipline* adds to the current discipline framework of schools.
   Restorative Discipline promotes values and principles that use inclusive, collaborative approaches between students, home, church, and school for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow schools to act and respond in ways that are healing, rather than alienating, or coercive. Restorative Discipline is a strategy that a school principal may use to address inappropriate student conduct, including school-related bullying.

Early and Ongoing Intervention Strategies

1. *Early and Ongoing Intervention Strategies* allow schools to support students in learning and adopting appropriate responses to events and circumstances that trigger disrespectful or inappropriate student behaviour that that could result in suspension or possible school expulsion.

2. *Early interventions* are opportunities for students to self-assess and self-regulate with support from both the school and home whereas *Ongoing Intervention Strategies* provide a more structured approach to supporting the student through loss of privileges, parent meetings, behaviour intervention plans, conflict mediation, and restorative justice, possible involvement of outside counselling agencies. Referrals may be for issues such as, but not limited to anger management or substance abuse.

3. A teacher or the school principal or designate, as appropriate, may utilize early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours. These may include positive practices which are intended to promote and support appropriate and positive student behaviours, positive practices may be used with students for:

   i. prevention;
   ii. student accommodations such as positive encouragement and reinforcement; positive behaviour management; individual, peer and group counselling; conflict resolution / dispute resolution; mentorship programs; Board and community support programs; and student success strategies.

Progressive Student Discipline

1. At times, positive practices might not be effective or sufficient to address inappropriate student conduct. In such circumstances, the Board supports the use of consequences on the basis of the principle of *Progressive Discipline*.

2. *Progressive Student Discipline* is a school-wide approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours.

3. *Progressive Discipline* may also include a range of interventions, supports and consequences when inappropriate student behaviours have occurred, with a focus on improving behaviour, such as one or more of the following: meeting with the student's parent(s)/guardian(s), pupil and principal; referral to a community agency for anger management or substance abuse counselling; detentions; withdrawal of privileges; withdrawal from class; suspension and/or potential recommendation of expulsion; restorative practices; and/or student transfer.

4. *Progressive Discipline* is most effective when dialogue between the school and home regarding student achievement, behaviour and expectations is timely, open, and courteous and focused on student success. In the case of a student who has engaged in inappropriate behaviour, progressive discipline is implemented to ensure that such behaviours stop and the student is informed about what and how to engage in positive behavior.

5. When dealing with situations requiring disciplinary procedures, teachers or a school principal or designate may consider the following guidelines:

   a) the use of a restraint to prevent injury of self or others (complete Form 350-1, Incident of Physical Restraint From to document restraint and put a log entry in PowerSchool for the student involved)

   b) in accordance with the *Education Act*, the Division recognizes the value of temporary exclusion from a class of students when continued presence is detrimental to the rest of the class. Each school shall establish policy and procedures such that exclusions balance the best interests of the student excluded and the rest of the class.

   c) school discipline policies and actions focus on issues. They should therefore include provisions for adequate student supervision to permit cooling off periods for anger and emotion where circumstances warrant.

   d) professional referrals may be made to appropriate school and community resource agencies.

Detention of Students

1. When using detention, the following procedures should be considered:

   a) the imposition of mass detentions on an entire group in response to the inappropriate behavior of a small number of students should be avoided;

   b) the parents/guardians request for a student to be allowed to leave school promptly at the close of the school day must be respected;

   c) all students detained must be under supervision of a teacher for the period of the detention; and

    d) the parent/guardian must be informed before a student can be detained at the end of the school day.

References:
Alberta Act
Education Act
Alberta Human Rights Act
Child Youth and Family Enhancement Act
Criminal Code
Occupational Health and Safety Act
<u>F 350-1 Incident of Physical Restraint Form</u>