

STUDENT DISCIPLINE

Background

Principals, in consultation with their staff and the School Council, are to develop, implement and communicate clearly expectations for student conduct and behavior in Division schools, classrooms, playgrounds, school buses, and school sponsored activities. School discipline is to emphasize a Catholic perspective wherein practices focus on an accepting, trusting view of students; a reflection of the Catholic optimism concerning the ability of students to be responsible, and a counseling orientation.

Discipline is to be meaningful, just and applied consistently within the parameters of the common law doctrine of loco parentis, that of a reasonable parent.

Procedures

1. Prohibited Forms of Discipline
 - 1.1. Physical attacks including corporal punishment;
 - 1.2. Mass detentions and punishments aimed at unspecified individuals or groups; and
 - 1.3. Verbal attacks such as sarcasm or personal references.
2. Acceptable and unacceptable behaviours are outlined in Sections 31, 36, 37, 256 and 257 of the Education Act; permitted forms of discipline include:
 - 2.1. Temporary removal from the classroom;
 - 2.2. Assignment to an alternative activity;
 - 2.3. Sufficient force to refrain students from destructive acts against others, property, or themselves;
 - 2.4. Withdrawing school and extra-curricular privileges;
 - 2.5. Detentions; or
 - 2.6. Suspensions and expulsions.
 - 2.7. For students diagnosed with a Severe Behaviour Disorder, appropriate interventions are to be outlined in their Regulation Support Plan (see Appendix B of Administrative Procedure 214 - Inclusive Education).

3. Student discipline shall be the primary responsibility of the staff of each school and the bus drivers. Division staff are to provide exemplary models for students to emulate.
4. Principals, in consultation with the staff and School Councils, shall develop discipline programs that:
 - 4.1. Involve staff in working together to solve problems;
 - 4.2. Spread authority for decision making and reduce status differences between and among staff and students;
 - 4.3. Find ways to make all students feel a sense of ownership for the school and Division property;
 - 4.4. Formulate rules and procedures that promote self-discipline;
 - 4.5. Design curriculum and instruction to reach, interest and challenge the optimum number of students;
 - 4.6. Deal with personal problems that affect the behavior of both staff and students;
 - 4.7. Reach out for strong cooperation between home and school;
 - 4.8. Focus on the needs of the victims as well as the offenders; and
 - 4.9. Recognize appropriate behaviour, using a positive reinforcement model.
5. The Principal shall:
 - 5.1. Ensure that a common focus for discipline is communicated to the staff prior to the commencement of the school year;
 - 5.2. Ensure that the student discipline program plan is communicated to students and parents through the school handbook;
 - 5.3. Report promptly to parents any serious student neglect of duty or infraction of the school rules;
 - 5.4. Report promptly to police and/or social services on students who transgress the law; and
 - 5.5. Prepare an emergency response plan to deal with serious crises or incidents of violence on school property and submit a copy to the Superintendent.
6. Students and the parents are responsible for student conduct.
7. Students are responsible to the Principal for their conduct:
 - 7.1. On school premises or on their way to and from school or school activities;
 - 7.2. On extra-curricular activities that are part of the school program; and

- 7.3. While traveling on a school bus that is owned by or under contract with the Division.
- 7.4. When involved in home or community activities that have an impact within the school community.

Reference: *Education Act*, SA 2012, c E-0.3, ss. 31, 32, 33, 36, 37, 197, 222, 256, 257
 Administrative Procedure 214 - Inclusive Education
 Occupational Health and Safety Act, SA 2017, c O-2.1
 Prevention of Youth Tobacco Use Act, RSA 200, c P-22
 Smoke-free Places Act, SA 2005, c S-9.5