



Background

The Calgary Girls Charter School fosters positive relationships based on mutual respect and personal responsibility. To discipline means “to teach” which includes building skills to live cooperatively and peaceably with other people, to show respect for property and property rights, and to actively contribute to the creation of a safe, caring community.

Procedures

1. School and classroom discipline practices, in general, are to be based upon the following principles:
 - 1.1 Students who are made to feel capable and connected tend also to be contributing and cooperative members of the school community.
 - 1.2 Student conduct is best managed through a combination of positive reinforcement and logical consequences.
 - 1.3 Students need to assume responsibility for their conduct as individuals and as members of a group.
 - 1.4 Students must be accountable for their conduct to any adult serving in a position of authority at the school.
 - 1.5 All actions taken with respect to discipline must be as positive and proactive as possible.
 - 1.6 A safe and orderly classroom is essential to effective learning and thus teachers must establish reasonable and clearly understood expectations.
 - 1.7 Disciplinary matters need to be dealt with promptly, fairly and objectively, balancing the needs and rights of the individual with those of the total school population.
 - 1.8 Parents, as partners, play a vital role in instilling and reinforcing the knowledge, skills, and attitudes necessary for appropriate student conduct.
 - 1.9 Discipline is a partnership between the home, school and the community.
2. Preventative discipline aims to teach students about expected behaviours, self-control, responsibility, and conflict resolution. These measures can be facilitated through programs established by the classroom teacher, administrators, student services (if any), consultants, police or other community agencies and parent(s).
 - 2.1 Such measures also include effective classroom management strategies, counselling, student advisors, peer support, and conflict resolution training.

3. A communication plan shall be established with the parents of students experiencing conduct issues.
4. Students and their parents shall be reminded of the student's obligation to the Code of Conduct in the Education Act (s.31) and to Charter Board Policy 18 – Appendix A.
5. The Principal is expected to take firm and decisive action in responding to abusive and aggressive behaviour that causes or threatens harm to persons or property.
 - 5.1 Students who are responsible for this kind of serious misconduct may be reported to the police.
 - 5.2 Students may also face formal suspension and the possibility of an expulsion recommendation.
6. Decisions regarding disciplinary measures are to consider the following factors,:
 - 6.1 Effect of the student's conduct upon other students, staff, volunteers or visitors, the School and the community.
 - 6.2 Nature of the incident.
 - 6.3 Student's previous conduct.
 - 6.4 Student's age, maturity and individual needs.
 - 6.5 Intended impact of proposed action on the student's conduct.
 - 6.6 Previous documented disciplinary actions and interventions.
 - 6.7 Discussion with the students and/or the parents of students who have been harmed by the student's behaviour.
 - 6.8 Discussion with the student and/or the parents of the student(s) being considered for disciplinary measures.
7. Teachers shall develop with their students, guidelines and procedures to ensure the safety of all students.
8. The school behaviour expectations will be communicated to the parents and students.
9. Measures used in support of school discipline are to be consistent with the provisions of the Education Act, as they may apply to charter schools, and with Charter Board policies and may include:
 - 9.1 Detention; Suspension from class;
 - 9.2 In-school suspension;
 - 9.3 Transfer of the student from one school to another if any, as mutually agreed upon by principals;
 - 9.4 Supported leave (i.e. Temporary home study);
 - 9.5 Suspension from School;
 - 9.6 Recommendation to the Charter Board for expulsion.

10. Serious and/or repeated offences which affect the safety and security of students, staff, volunteers and/or visitors on school property or during school sponsored activities shall be responded to in accordance with the following:

10.1 The offenses to which this section apply include but are not limited to the following:

- 10.1.1 Use, possession of, or involvement with weapons;
- 10.1.2 Threats which endanger others physically and/or emotionally;
- 10.1.3 Theft;
- 10.1.4 Assault causing bodily harm;
- 10.1.5 Vandalism;
- 10.1.6 Use or possession of tobacco products;
- 10.1.7 Use or possession of non-medical drugs or alcohol;
- 10.1.8 Personal harassment;
- 10.1.9 Open defiance of authority; or
- 10.1.10 Any criminal activity.

10.2 The disciplinary measure used shall be at the discretion of the Principal.

11. The following measures of student discipline are unacceptable:

- 11.1 Physical threats or attacks upon the student;
- 11.2 Corporal punishment;
- 11.3 Mass punishment aimed at unspecified individuals or groups; Threats, enticements and use of grades as a means of discipline or any other measure which may be viewed as coercive;
- 11.4 Verbal attacks;
- 11.5 Deliberate humiliation.

Reference:

Education Act, s. 8, 11, 31, 36, 42, 43, 44, 52, 53, 54, 196, 197, 222

Review by the Minister – Information Bulletin 3.5.1