

PROVOST PUBLIC SCHOOL DISCIPLINE POLICY

1. STUDENT BEHAVIOR

Provost Public School fosters a culture of character. Character is defined as having the inner strength to do the right thing at the right time for the right reason. At school, we wish to partner with parents and the community to build this culture of character within each student.

At Provost Public School we believe acceptable behaviour is a learned experience and students must take responsibility for their behaviors. By implementing logical and consistent consequences this provides individuals with opportunities to become responsible and caring members of the community. Students will learn about their behavior, their choices, and their impact on others.

As part of our philosophy we attempt to help students develop skills and habits which will assist them to function effectively in society. In order to become responsible citizens, students must learn to be responsible for their behavior. We have established a number of basic rules which we expect students to follow. We hope to develop in each individual the self-discipline which is necessary in life.

In all situations student behavior should reflect an attitude of courtesy and consideration. It is expected that students will conduct themselves in a fashion that promotes the safety of all students and creates an atmosphere of courteousness and respectfulness to the entire student body and staff. Respect for authority and respect for private and public property must be practiced at all times. The staff is dedicated to maintaining standards of conduct that are suitable to a public school setting.

Support from the home is important. If problems with an individual student persist we will contact the parent and attempt to resolve the problem. Parental support, assistance, and co-operation are necessary for us to accomplish our objectives.

1.1. Provost Public School acknowledges and endorses Buffalo Trail Public Schools # 28 Policy relating to:

- (a) Policy Code IF - Student Rights and Responsibilities
- (b) Policy Code IG - Student Behavior and Conduct (Discipline)
- (c) Policy Code IGD - Student Suspension and Expulsion

1.2. Standards and expectations exists for students attending Provost Public School. They include, but are not restricted to, requirements as outlined in Section 12 of the School Act:

- (a) be diligent in pursuing his studies;
- (b) attend school regularly and punctually;
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;
- (d) comply with the rules of the school;
- (e) account to his teachers for his conduct;
- (f) respect the rights of others.

1988 cS-3.1 s7

1.3. Students are expected to exercise responsible student behavior and develop self-discipline in an attempt to maximize educational opportunities and character development. Students, in developing a strong worth ethic, and solid moral and ethical behavior, are preparing to make valuable contributions to society. This focus must be maintained.

1.4. Teachers must take time to teach, model, and reinforce appropriate behavior.

- 1.5. Consequences for non-compliance with expectations outlined above, those stated in the Student/Parent Handbook, and those developed within the classroom to ensure a positive learning environment, will be consistently applied and enforced by Provost Public School Staff. These consequences should be immediate and logical when irresponsible behavior is exhibited.
- 1.6. School staff will maintain records of disciplinary action taken as a result of unacceptable student behavior.
- 1.7. Teachers should in an attempt to achieve responsible student behavior, and consistent with expectations outlined herein, move through the Behaviour Modification Plan on a step by step basis.
- 1.8. In the event students do not respond to staff attempts to correct inappropriate behavior, the Board, through Policy IGD authorizes principals to suspend such students.
- 1.9. Teachers are encouraged to maintain good communication with students and parents. Students need to clearly know what the standards and expectations are. Parents need to be kept informed of concerns and issues. This may be done through a variety of methods; one is through phone calls to follow up behavioural issues and another is the use of Interim Progress Reports enclosed. The use of these reports is not restricted to providing notice of student failing to meet acceptable standards. Teachers need to make use of phone calls and reports or other suitable communication methods to keep parents and students informed of progress or the lack thereof. In any event, appropriate records should be maintained.
- 1.10. Students at the beginning and throughout the school year must be introduced and reminded of levels of acceptable behaviour. This will be done by acquainting all students in the school with the two levels of behaviour that are acceptable and the two levels that are unacceptable. The expectation is that students will choose

either of the top two levels at which to work and interact with others. The following are the four levels.

Level D Democracy

Highest level of behaviour

Develops self-discipline

Demonstrates initiative

Does good because it is the right thing to do

Demonstrates responsibility

The motivation is internal

Level C Cooperation/Conformity

Appropriate and acceptable level of behaviour

Considerate

Complies

Conforms to peer pressure

Note: Conformity does not mean regimentation

The motivation is external

Level B Bossing/Bullying

Neither appropriate nor acceptable level of behaviour

Bothers others

Bosses others

Breaks classroom standards and makes own rules and standards.

Must be bossed to behave

Level A Anarchy

Lowest level of behaviour

Absence of order

Aimless and chaotic

Noisy

Out of control

Anarchy is the fundamental enemy of civilization

Students who fail to work at Level C or D will experience consequences for continuing to act at Level A or B. In the classroom or school or on the playground students who will not comply will enter Stage 1 behaviour modification. A timeout will be given to the child who refuses to comply. The length of the timeout will be at the discretion of the teacher. If the timeout comes near the end of a class, it will continue into the next teacher's class. If the student continues to behave inappropriately either during the timeout or after the timeout has been completed, the student is sent to a Stage 2 timeout in a buddy teacher's classroom for twice the original Stage 1 timeout. If the student misbehaves in the Stage 2 timeout or misbehaves again during that day, he/she will be sent to Stage 3 timeout for one school day. This will be considered a one day in-school suspension. The Stage 3 timeout will end exactly twenty-four hours after it begins. If it begins on Friday, it will end on the following Monday or school day. If the student misbehaves on returning to the classroom, he/she will return to serve Stage 3 for an additional day.

Note: If a child reaches a Stage 1 timeout with one teacher, the next infraction in that teacher's class or any subsequent teacher's class that day will be at the Stage 2 level and the same would take place going from Stage 2 to 3. This will require documentation to be completed immediately in the behaviour folder on the Share Drive.

2. UNACCEPTABLE BEHAVIORS

Unacceptable behaviors are those that interfere with our plan; they include all aspects of bullying: Level B

2.1. Physical Aggression:

Pushing, grabbing, hitting, pinching, spitting, tripping, etc.

2.2. Social Alienation:

Gossiping, embarrassing others, ethnic slurs, excluding from a group, etc.

2.3. Verbal Aggression:

Mocking, put downs, swearing at others, etc.

2.4. Intimidation:

Threatening others to do something, threatening with a weapon, playing a dirty trick, etc.

2.5. Sexual Harassment:

Remarks, gestures, or actions of a sexual nature.

2.6. Cyber Bullying:

Using the Internet to bully another student by means of email, chat rooms, etc.

3. BULLYING IS DEFINED AS:

- 3.1. When a person is the target, over time, of repeated negative actions.
- 3.2. When one person has more power, so the person being victimized feels that they can not defend himself/herself.
- 3.3. When a person, who is the target, may feel embarrassed, hurt, scared, and/or angry.

4. INFRACTIONS

An infraction is defined as a failure to obey or fulfill a rule, contract or agreement as set out in the Section 12 of the school act (see 1.2).

- 4.1. Teachers and supervisors should, at all times, use discretion when dealing with behavioural issues.
- 4.2. Upon first instance, the teacher/supervisor should use appropriate verbal or proximal cue to acknowledge and correct the unwanted behaviour.
- 4.3. The student shall be given a reasonable chance to correct their behaviour.
- 4.4. The teacher or supervisor involved must track all behaviour and behaviour modifications.
- 4.5. All contacts and attempts to contact parent/guardians must be tracked.

5. Minor Infractions

Minor is defined as any infraction that warrants acknowledgement by the supervisor or teacher present, but is not severe enough to warrant administrative action.

- 5.1. To be dealt with by the supervisor and or teacher in charge of the situation.
- 5.2. On the first minor infraction, the supervisor or teacher involved will implement Stage 1 and will track the behaviour The student will be removed from the class setting for a set amount of time (i.e. 10 min)
- 5.3. On the second related or unrelated infraction, the supervisor or teacher involved will implement Stage 2 and will track the behaviour as well as place a phone call to the parents/guardian. The student will be removed from the class and sent to another teacher's classroom for twice the timeout detention of Stage 1
- 5.4. On the third related or unrelated infraction, the supervisor or teacher involved will activate Stage 3 and will track the behaviour as well as place a phone call to the parents/guardian. Stage 3 is a one day in-school suspension.

Minor Infractions

	Section 12 relevance	Minimum Consequence
1. name calling	D,F	In class
2. ignoring the bell	A,B,D,F	In class
3. leaving school boundaries	D	In class
4. neglecting to show appropriate behaviour	A,C,D,E,F	In class
5. late for school/class	A,D,D,F	In class
6. littering	C,D,F	In class
7. throwing objects	A,D,F	In class
8. inappropriate dress	D,F	In class
9. unexcused absence	A,B,D,E,F	In class

6. Severe Infractions

Severe is defined as an infraction that warrants acknowledgement by the administration

5.5. To be dealt with by administrators.

5.6. All severe infractions are dealt with by suspension from school.

5.7. Severe offences are considered cumulative and work from the minimum consequence on an incremental scale throughout a school year as follows:

1 day	3 day	5 day	5 day	request for expulsion.
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Severe Infractions	Section 12 relevance	Minimum Consequence
1. displaying disrespectful behaviour	A,C,D,E,F	3 day suspension
2. fighting	D,F	5 day suspension
3. bullying (recurring)	D,F	5 day suspension
4. smoking	D,F	1 day suspension
5. alcohol or drug use	D,F	5 day suspension
6. vandalism	D,F	5 day suspension
7. theft/extortion	D,F	5 day suspension
8. repetitive minor offences following 2 Stage 3 occurrences	A,B,C,D,F	2-3day suspension **
9. dangerous driving on school property	D,F	5 day suspension
10. bus report	C,D,F	as reported
11. threats	C,D,F	3 day suspension
12. any action that endangers the safety of others and self	C,D,F	5 day suspension
13. plagiarism	A,C,D,F	1-5 day *
14. cheating	A,C,D,F	1-5 day *

* Divisional consequences apply

** Administrative decision

6. ATTENDANCE

General

- 6.1. In order to get the most benefit out of your education, regular attendance is expected at Provost Public School. **Once a student has registered in school, it becomes his or her responsibility to attend, to study, demonstrate learning through submitted work, and to actively participate in school approved, teacher directed learning experiences.** There is a direct relationship between achievement and regular attendance. Students and parents should be aware that regular attendance is an integral part of the student evaluation and is required by law under the School Act by the Province of Alberta.

7. Student Responsibility

- 7.1. To have their parent/guardian phone the school **explaining the reason for an absence. The phone call MUST be received before the student returns to class.**
- 7.2. If the absence is required because of a medical appointment, the call can be placed in advance of the actual absence. If an absence is required because of illness, it is a good idea to phone the school on the day of the absence. This allows office staff to conveniently enter the absence into the computer.
- 7.3. Student skipping classes, (meaning parents are unaware of absence or parents do not approve of the absence) may have disciplinary measures brought against them. Senior high school students who exceed 10 days of skipped classes will not be awarded credits in that course. (This is subject to appeal.) Student absences, tracked by the computer network, will be reported on student report cards.
- 7.3.1. More comprehensive absences/late reports are available through the computer network. These may be used by teachers to keep students or parents informed when absences and/or lates become a concern. Parents may also request such reports.

8. Parent Responsibility

8.1. To send their child to school. Buffalo Trail Public Schools Policy states: The School Act provides every eligible individual a right of access to an education program. That right is accompanied by a corresponding responsibility on the part of the student and his/her parents/guardians to ensure that the student regularly attends school.

8.2. Parents must demonstrate they are interested in working with the school to:
maximize student performance
develop responsible student behavior

8.2.1. Failure to do so is inconsistent with school goals, School Council directions, and societal expectations. Parents should attempt to phone the school on or before the day of the absence. An answering service is available to pick up the message in the event parents wish to phone in earlier or later in the day. In the case of scheduled medical appointments, parents may wish to phone the school in advance of the actual absence.

9. LATES

General

9.1. Students, staff and parents all agree that punctuality is an important element in society. It is not only a matter of courtesy to teachers and fellow students to arrive at class on time; it is a practice which business and industry demand. For schools to not encourage and enforce punctuality would be irresponsible; it is a requirement of students under the School Act.

10. Procedures

- 10.1. Teachers will develop strategies which encourage students to arrive to class on time. Students not arriving to class on time must respond to discipline measures exercised by the teacher. Any lates that causes a student to miss the majority of a period (i.e. 20 minutes) will be dealt with as a class absence and will require a parent phone call.

- 10.2. Students arriving late from medical/dental appointments may present an appointment slip from the doctor. Such lates are excusable and will not be subject to discipline measures exercised by the teacher.

- 10.3. When the number of lates becomes a concern, students may be subject to any or all of the below:
 - 10.3.1. communication with parents expressing concern (arranged by teacher(s))
 - 10.3.2. a school, parent, student conference (arranged by teacher(s))
 - 10.3.3. privileges removed (arranged by teachers and/or administration)
 - 10.3.4. suspension (arranged by principal in consultation with the teacher)