

Code I: Students

POLICY TITLE AND CODE

STUDENT DISCIPLINE

IDE

STATEMENT OF POLICY

The approach to student discipline in Greater Saskatoon Catholic Schools is guided and reflected in its Mission to provide a welcoming community where we nurture faith, encourage excellence in learning and inspire students to serve others, making the world a better place.

We love because He first loved us. - 1 John 4:19

RATIONALE

Parents, staff and students must work together to ensure learning occurs in a safe, orderly and faith-filled environment. Greater Saskatoon Catholic Schools:

- believes social skills instruction inspires hope, develops citizenship and assists students in making the world a better place.
- assists students and parents in interpreting social and human relationships in the light of the Gospel Virtues.
- expects all interventions to respect the dignity of the individual with a focus on restitution, healing and forgiveness.
- commits to the development of learning environments that are physically, emotionally, socially and spiritually safe and positive.
- recognizes students with intensive needs may require differentiated intervention.

AUTHORITY

- *The Education Act, 1995, Sec. 154, 155*

RELATED POLICY

- IDD Anti Bullying Policy

RELATED DOCUMENTS

- Administrative Procedures Manual – Student Discipline
- Violence Threat Risk Assessment Manual
- Student Learning Model - Behaviour

REGULATIONS AND PROCEDURES

GENERAL

Mitigation and Prevention

1. The school team shall ensure that proactive approaches to student behaviour have been identified through the Student Learning Model- Behaviour.
2. School administration shall review with their Catholic School Community Council on an annual basis programs and policies that are offered in their school that support a safe, welcoming and inclusive environment.

Preparedness

1. The school principal shall ensure staff review policies and procedures as well as identify and address any gaps in training, knowledge or supports that are needed in areas such as the Student Learning Model- Behaviour and Social Skills programming.

Response

1. The school team will work together with the student and parents/guardians to develop a proactive plan where students are supported and taught skills through a variety of strategies and /or interventions.
2. Through the Plus, Focused, and Specialized levels of the Student Learning Model more intense supports for students may be required. An expanded school team may participate in the development of a plan with parents/guardians with in setting goals and monitoring of progress.
3. A suspension will be imposed only in accordance with the procedures outlined in the Education Act, 1995 and in accordance with the procedures to this policy and the administrative manual.
4. A suspension will only be imposed after careful consideration. Appropriate interventions and supports must be provided to students following a suspension.
5. Duties of the Director as outlined in *The Education Act*, 1995, Sections 154, 155 shall be delegated to the designated school superintendent.

PROCEDURES

1. General

- a. Principals and school personnel will work together to come to understand the function of the behaviour. Where the safety of others is not considered a risk, efforts shall focus on Quality Core Instruction - Behaviour. Each classroom needs an identified curriculum of effective practices, plans for instruction that engage students, assessment that monitors behaviour, and conditions where students experience a safe, welcoming and inclusive environment.
- b. If measures taken do not result in appropriate student behaviour, the principal and school team shall focus on the Plus, Focused, and Specialized levels of the Student Learning Model to identify intensive supports for the student that may be required.

The school team will involve parents/guardians and may consult with student support services and other community professionals to plan for further supports and interventions.

- c. The focus of all strategies and interventions employed by staff is to provide a faith-filled, safe and positive school climate. The education and well-being of students is the primary consideration.
- d. The school principal is responsible for determining if the protocol is activated for a Stage One, Violence Threat Risk Assessment (VTRA).

The decision may be made not to impose a suspension in order to avoid increasing the level of risk.

2. Detention

- a. Detention, if employed, is to be applied judiciously.
- b. Students transported by the division are not to be detained after school unless suitable transportation arrangements have been made with the parent or guardian.

3. Suspension

- a. Not more than three days
 - i. In accordance with the *Education Act, 1995*, the principal may suspend a student from school for not more than three days at a time for overt opposition to authority or serious misconduct
 - ii. Prior to imposing the suspension the principal shall refer to the appropriate sections of *the Education Act* relating to discipline.
 - iii. When a student is suspended under these provisions, the principal is to report the circumstances and the action taken to the student's parent or guardian and maintain a written report on file in the office for one year.

- iv. A summary report of all suspensions up to three days must be submitted to the school designated superintendent at the end of each month.

b. Four to Ten Days

- i. The principal may suspend a student from school for a period of up to ten days for habitual, wilful, or gross violation of duties of a student.
- ii. Where a student is suspended under these provisions, detailed reports shall be submitted by the principal to the Director or designate and parent or guardian of the student within 2 days as per the requirements stated in the Education Act.
- iii. The Director or designate may confirm, modify, or remove the suspension. If confirmed or modified, the Director is to provide a written report to the Board of Education prior to the end of the suspension.
- iv. The student, parent, or guardian is to be granted a hearing with the appropriate officials, throughout the above steps, if they so choose.

c. Investigation and Extension of Suspension by the Board

- i. The Board may investigate a suspension that is between four to ten days.
- ii. The investigation is to occur prior to the date on which the suspension ends.
- iii. The Board has the authority to extend the suspension, if warranted, to a period of greater than ten days. They may suspend the student from all or any of its schools for a period not greater than one year.
- iv. If desired, the student and parent / guardian is to be granted a hearing throughout each preceding steps.
- v. All detailed reports on all suspensions must be kept in a separate file in the school office for no longer than one year unless provided with written approval of the designated superintendent.

4. Expulsion

- a. The Board, following an investigation, may exclude a student from any or all of its schools for a period greater than one year.
- b. The student, or his or her parent or guardian may, after the expiration of one year, request a review and reconsideration by the Board.

5. Reporting

- a. All suspensions must be reported on a monthly basis.

- b. In-school suspensions are not suspensions within the meaning of the Education Act, 1995. The obligation to educate remains the responsibility of the school therefore no formal reporting to school division officials is required.

RESOURCES

- SSBA, Student Suspension and Expulsion Audio Conference, December 9, 2009
- Community Threat Assessment and Support Protocol
- Greater Saskatoon Catholic Schools Safe Positive Schools Committee

Date Approved

June 28 1982

Revised: December 19, 1997

April 15, 2013