

Discipline Policy

The Board of Education supports the principle of zero tolerance in our attempt to create a school climate which reflects an atmosphere of safety, harmony, and respect for all students, staff, school facilities and property. The following procedures reinforce this principle and allow us to deal with behavioral concerns in a fair and consistent manner.

Minor Offences:

Minor offences in class or on the playground will be handled “on the spot” by staff members as a part of their regular responsibilities. These minor offences may include the following:

- ◆ Non-compliance (minor) with general classroom or playground routines and directions.
- ◆ Failing to come into class on time, unprepared to work, or not cooperating with classroom activities.
- ◆ Inappropriate acts of rough play (e.g. running or jumping around the room and hallways, pushing).
- ◆ Littering, wearing wet or soiled footwear in school.
- ◆ Disruptive behavior (unnecessary noise, interfering with class learning).
- ◆ Inappropriate language (including name calling and put downs).

Consequences for Minor Offences (Classroom):

A supervisor’s actions may include one or more of the following depending on the severity or frequency of the inappropriate behavior:

Step 1: Reminder or verbal warning.

Step 2: Discussion or review of student expectations.

Step 3: Classroom recess detention.

Step 4: In-class time out (5-15 minutes).

Step 5: Buddy Class time out (1 period)

Consequences for Minor Offences (Playground):

Dealing with minor behavior problems:

Step 1: Warning.

Step 2: If behavior continues, the student is sent to stand by the fence for a time out. Supervisors use discretion for the amount of time.

Step 3: If behavior continues again, or if the student leaves the fence without permission, the Supervisor refers the student to the classroom teacher who may assign them to the “Learning Circle”. The Learning circle philosophy is based on “The Circle of Courage Resilience Model (Larry K. Brendtro, 2006). Youth need to feel a sense of **belonging**. They need to have many positive interactions with elders/adults to help guide them. A child needs to develop **Mastery**, the ability and desire to learn – academically, socially and emotionally. **Independence** comes when youth learn to become responsible citizens that show respect for themselves and others. **Generosity** is shown when youth help others around them, creating positive interactions that show concern and caring.

Cumulative Effect of Minor Offences:

Once a student enters the minor cycle, the teacher maintains a standard discipline record form for him/her. The first office time-out is documented in the teacher’s classroom discipline record. On the second office time-out, the teacher notifies the parent in writing, and a copy of the letter is filed with the administration. The third offence time-out puts the student into step one of the Major Offence consequence.

Major Offences:

Major offences can be broken down into two main categories:

1. Severe conduct, which interferes with, or threatens the orderly functioning of the school, or adversely affects the well-being of others.
2. Severe conduct injurious to the safety and/or dignity of students or staff.

Some examples are, but not limited to:

- ◆ Continuous, disruptive behavior (repetition of an inappropriate behavior with no obvious attempt towards improvement).
- ◆ Disrespectful and abusive language.
- ◆ Open opposition to authority.
- ◆ Physical abuse (extreme physical assault).
- ◆ Possession of dangerous weapons or objects to inflict bodily harm.
- ◆ Stealing.
- ◆ Vandalism (damaging property of fellow students or school).
- ◆ Throwing rocks or snowballs.
- ◆ Skipping classes.

Major offences committed in the **classroom or during class time are dealt with by the classroom teacher through the use of I.S.S. (In School Suspension)** according to the outlined procedures and consequences. Students are assigned for one-half to three days depending on the severity and/or frequency of the disruptive behavior as well as the student's attitude and progress in the I.S.S. Students are disciplined by their isolation from their peers and regular class atmosphere, restricted periods of silence, and strict observance of other rules. As an alternative, an O.S.S. (Out of School Suspension) may be assigned depending on the severity of an incident.

Consequences for Major Offences (Classroom/Class Time):

- Step 1:** (First Offence) – I.S.S. (In School Suspension) for one half day and a letter is sent home. This letter is sent home to be signed by the parent and student. It must be returned to the school the following day.
- Step 2:** (Second Offence) – I.S.S. for one day with parent notification by letter and an interview requested with the student, parent, teacher and administrator.
- Step 3:** (Third Offence) – I.S.S. for three days with parent notification by letter and case conference with the student, parent, teacher, and administrator.
- Step 4:** (Fourth Offence) – O.S.S. (out of school suspension) for three to five days with parent notification by letter and case conference with all concerned parties.
- Step 5:** (Fifth Offence) – O.S.S. and a referral to the Board of Education for expulsion or alternative placement.

Major offences committed **on the playground or during recess breaks are referred to the classroom teacher and dealt with in the LEARNING CIRCLE program.**

Consequences for Major Offences (Recess/Playground):

Students in detention participate in a social skills program. Parents are notified in agendas or by letter.

- Step 1:** 3 recesses in the Learning Circle Program
- Step 2:** 3 recesses in the Learning Circle Program
- Step 3:** 3 recesses in the Learning Circle Program
- Step 4:** Student taken out of Outside recess and put into a supervised recess program (floor hockey, Inside Room, computer programming)
- Step 5:** I.S.S. (1-3 days): Parents are notified by letter and if requested, an interview is held with the student, parents, teacher, and administrator.

Step 6: O.S.S. (1-5 days with parent notification): An interview with the parent, student, and administrator is scheduled.

Step 7: Referral to the Board for expulsion or alternative placement.

Note: When applicable, students may be given community service consequences for their actions. (To be carried out on school premises). Student ownership of all problems include thinking time, loss of privileges, and making proper restitution (replace, pay, apologize, etc).

This policy is intended as a general outline, and may vary depending on the circumstances and severity of an incident and the needs of the individual student. It is also important to note that communication with parents is an integral part of this procedure. Our goal is to work together with you and your child to bring about a positive change.