



File JEB

## **STUDENT DISCIPLINE**

### **Preamble**

It is the intent of the Board of Trustees that the schools of the Portage la Prairie School Division operate in an orderly manner; and that the students of the school system respect and obey the policies and regulations as set down by the Board and the administrative staff.

The staff of the School Division shall ensure the orderly operation of the schools by exercising discipline in a reasonable manner as would be used by a kind and judicious parent. It is anticipated that staff members who treat the students with dignity and respect shall be treated similarly by the students.

In exercising discipline, staff members shall avoid:

- undue display of temper;
- contemptuous language, ridicule, or intimidation;
- injuring the self-respect of the student;
- reference to the home or family of the student;
- use of physical force other than for personal protection or the protection of others.

Student behaviour that requires disciplinary action by staff members shall involve the parents of the student concerned, as deemed necessary by the Principal. It is intended that in every case where there are ongoing problems with a student, the parents will have been informed of the nature of the problem and their support sought, toward the joint solution of the problem.

### **Authority**

Every Teacher “shall maintain order and discipline in the school.” [PSA 96(c)]

The Principal has disciplinary authority over the conduct of each pupil of the school from the time the pupil arrives at school until the pupil departs for the day, except during any period that the pupil is absent from school at the request of his or her parent or guardian.

[M.R. 468/88 (32)]

The Principal has disciplinary authority over all pupils of the school on their way to and from school, in terms of their conduct towards one another, and while they are being conveyed to or from school, in a division or district that provides transportation. [M.R.468/88 (33)]

See also: EPD

Parents/guardians have a right “to be informed of the discipline and behaviour management policies of the school or School Division, and to be consulted before the policies are established or revised.” [PSA 58.6(e)]



File JEB

“A parent of a child of compulsory school age or who is attending school shall cooperate fully with the child’s Teachers and other employees of the School Division to ensure the child complies with school and School Division student discipline and behaviour management policies.” [PSA 58.7(a)]

“A pupil is responsible for complying with the student discipline and behaviour management policies of the school.” [PSA 58.10(b)] See also: AE, AF, JE

### **Progressive Discipline Plan Guidelines**

These guidelines are intended to be the basis for the Progressive Discipline Plans that are to be developed and utilized at each school.

The primary purpose of a Progressive Discipline Plan is to bring about improvement in behaviour. This is accomplished by establishing a set of clearly understood expectations that are fair and reasonable, along with a series of consequences for those who choose not to follow the expectations.

The stated consequences should have a clear relationship between the misbehavior and the nature of the consequence. Relevant consequences enhance the likelihood that the misbehavior will change.

In dealing with chronic and/or serious discipline problems, the Principal is expected to incorporate an individualized Behaviour Intervention Plan into the progressive discipline plan.

### **Behaviour Intervention Plan**

A Behaviour Intervention Plan shall be implemented by the Principal and incorporated into the progressive discipline plan for all cases where the Principal anticipates the school’s progressive discipline plan may not be adequate to resolve the situation.

The Behaviour Intervention Plan shall have input from those involved with the student, including the major involvement of the student and his/her parent(s) or guardian(s). The Behaviour Management Plan shall include the expectations and responsibilities of all parties involved in carrying out the plan.

#### **STAGE ONE:**

- Involvement of the appropriate school staff and parent(s)/guardian(s).
- Involvement of support services: Counsellor, Social Worker, Psychologist, etc.
- Involvement of outside agencies: CFS, Mental Health, etc.

#### **STAGE TWO:**

- Involvement of the Superintendent’s Department.



**STAGE THREE:**

- Involvement of the School Board.

The following actions are available to school administrators and supported as appropriate responses for addressing student misbehavior. The consequences are to be considered in conjunction with the age, grade level and other factors affecting the individuals to whom this process is applied. Although it is expected that most cases will progress through the sequence listed, it may be necessary, because of the seriousness of a situation, to move immediately to a subsequent stage.

The consequences to be utilized by school based staff may include:

- detention (See JEC)
- probation (See JED)
- suspension; either in-school or out-of-school with conditions and expectations for return to school (see JEF)
- alternate placements; i.e. home based

The consequences to be utilized by the Superintendent's Department may include:

- extended suspension of up to twenty days, with conditions and expectations for return to school;
- alternate placements; i.e. home based or institutions.

The consequences to be utilized by the Board may include:

- extended suspension up to thirty days, with conditions and expectations for return to school;
- expulsion for a duration determined by the Board. (See JEG)

**Documentation of Incidents**

It is essential that schools initiate a system for referrals as part of the Progressive Discipline Plan so that all misbehaviours are recorded for future reference. Since repeated misbehavior may eventually require the involvement of either the Superintendent or School Board, and since the decisions made may have legal implications, it is crucial to have accurate records of all misbehaviours and the disciplinary measures taken.

Documentation is also important in order to provide proper intervention strategies and to ensure the safety of staff and students.

When documenting incidents of misbehavior, it is imperative that the principles of basic justice be adhered to so that the student receives the benefits of procedural fairness. Documentation guidelines are as follows:

1. As early as possible, identify students with a propensity for repeated and/or escalating misbehaviours. There must be reasonable and just cause for such an identification.



File JEB

2. Document incidents for each student using objective language. Documentation must refer to the facts and should not include personal opinions or draw conclusions.
3. Document the strategies used to deal with each incident.
4. Document the intervention strategies employed to prevent further incidents.
5. As much as possible, develop intervention strategies in cooperation with the community; i.e. parents, CFS, RCMP, religious affiliations, or other individuals/organizations of significance to the student(s).
6. Document behavioural responses of the student(s) during the implementation of the intervention strategies.
7. Maintain minutes of all meetings and document telephone conversations.

As the student moves through the Progressive Discipline Plan, the documented evidence must demonstrate that the actions taken are reasonable and justifiable for the student, while ensuring the safety of others.

See also: AE, AF, JEH to JEM, EBA