



St. William School

Progressive Discipline Policy

PROGRESSIVE DISCIPLINE PLAN

The school's primary goal is to educate. However, when behaviour or actions of individual students come into conflict with the rights of others or themselves, corrective actions are necessary for the benefit of the student and the school as a whole. Parental involvement will be necessary to support school discipline procedures. Conduct Reports - are forms to help students understand what they did wrong, what they can do differently next time, and communicate this with the parents.

The St. William progressive discipline policy:

- focuses on supporting positive behaviors through the student code of conduct, clearly outlined student responsibilities, through promoting Gospel values in our CCC, Religion and S4 programs
- includes restorative discipline strategies and
- is applied in a graduated process through the following steps as dictated by serious nature and frequency.

St. William staff follows a progressive discipline plan as outlined below:

1. **Minor Offences** – The use of positive corrective measures such as warnings, informal/formal talks (between students, teacher, counsellor, parents and principal) and loss of school privileges.
2. **Habitual Minor Offences** – The use of consequential corrective measures such as time out or in-school suspension of 1/2 to 3 full days. Parent contacted / interview to discuss the in-school suspension. Counselling services encouraged.
3. **Major or Repeat Offences** – Formal suspension of 1 to 5 days. Parents and Superintendent notified in writing. Parent conference to discuss reinstatement and corrective measures. Counselling and alternate education opportunities (i.e. another program, another school, home schooling, and therapeutic setting) may be explored.
4. **Repeat Offences After Above Steps Have Occurred** -Formal letter of suspension to the Superintendent with a recommendation for no reinstatement as per Policy JGD/JGE-R, Section 4F, 4G and Section 5. The School Act of Alberta, Section 19, subsection(4).

The preceding examples **are not all-inclusive** but are meant to show the increase in severity of consequences as the seriousness and/or recurrence of the offences escalate. Teachers and/or administrators will use professional judgment in applying consequences including a consideration of student history as well as his or her age and developmental stage.

Should a student engage in behaviour that is severe (physical harm/ assault; gang activities; hazing; harassment; cyber bullying, drug /alcohol possession; or possession / use of a weapon), discipline may not be progressive in nature. Consequences will reflect the severity of the offence and could result in suspension.

Where property is taken or damaged, it is expected that the student will pay to repair the damage and/or pay for the item(s) taken.

