

GUIDANCE AND DISCIPLESHIP

Background

The Fort McMurray Catholic Board of Education recognizes that forming a child into discipleship is primarily the responsibility of parents. District staff will work in partnership with parents to achieve this goal.

Together, we foster the child's self-discipline and self-esteem. We also help develop his/her conscience.

The following conditions are provided for positive behaviours and growth:

- A pro-active authority style that is neither permissive nor autocratic;
- Consideration of motivational needs;
- Remedies for misbehaviour that develop discipline and form a positive identity in the child;
- An emphasis on learning skills such as co – regulation, social skills, problem solving, personal awareness rather than punishment or rewards;
- A safe and welcoming environment; regardless of disability, race, creed, culture, nationality, religion, sexual or gender orientation, gender identity and gender expression;
- High quality classroom instruction and program delivery.

Our approach to discipline respects each child and student's uniqueness and the common good of the school or program. Regardless of the misbehaviour, our goal is to reconnect our students and children with the school community after a problem. We regard our children and students as persons with free will. We assist them in developing virtue and character. We help them learn to make life-giving choices valuing persons, community, responsibility and learning.

Procedures

1. Formative Expectations Towards Discipleship

The Division will help children and students:

- 1.1 Celebrate the dignity of all; regardless of disability, race, creed, culture, nationality, religion, sexual or gender orientation, gender identity and gender expression;
- 1.2 Grow to their full potential;
- 1.3 Safeguard the gift of life;
- 1.4 Build community through service to others;
- 1.5 Demonstrate empathy, mutual respect and inclusion of all;
- 1.6 Accept personal responsibility for their words and actions;

- 1.7 Mature from dependence to independence to inter-dependence;
- 1.8 Develop self-discipline and self-control;
- 1.9 Exercise stewardship for the environment and resources; and
- 1.10 Dedicate themselves to inquiry, hard work, expanding personal interests, and life long learning.

2. Principles of Practice

The Division will:

- 2.1 Hold children and students responsible for their choices, directing them to develop a personal code of conduct and to learn cause and effect. In our schools and programs, they will experience natural and logical consequences for their actions rather than punishments or rewards;
- 2.2 Expect children and students to restore what they have damaged and reconcile with those they have hurt;
- 2.3 Offer encouragement, which is focused on specific, skill-related strengths, rather than praise, which gives approval without a specific reason;
- 2.4 Employ a pro-active use of authority; controlling the situation rather than the child or student. Instead of "giving orders" or "giving in", we give choices. Being pro-active, we engage children and students in mutual respect and decision-making (when appropriate). This gives the children and students choices and necessary limits suited to their age;
- 2.5 Deal with a child or student's misbehavior by considering that it may be expressing unmet needs of being loved, in control, competent, and treated with respect. We seek to remedy children's misbehavior by fostering self-discipline. To do this, we foster their self-esteem and a positive identity. We promote their sense of security, autonomy, initiative, and industry.

3. Common Pastoral Team Approach

- 3.1 A common pastoral team approach to the discipline process will be in place in all schools. Members of the team may include: children, students, parents, teachers, administration, counsellors, classroom support teachers, child services staff, and others. Staff, children, students and parents will work towards promoting a safe, inclusive learning environment for all.
- 3.2 Staff will collaboratively work as a team to develop an Individual Program Plan (IPP) Instructional Support Plan (ISP) when a student needs supports and tools for social and behavioural skills.
- 3.3 Staff will practice proactive instructional methods to develop positive behaviour in children and students by:
 - 3.3.1 Identifying appropriate alternative behaviours;
 - 3.3.2 Designing an environment which facilitates success by prompting and reinforcing appropriate alternative behaviours;
 - 3.3.3 Using clear, goal-directed messages;
 - 3.3.4 Monitoring student behaviour.
- 3.4 Children and students will learn appropriate behaviours by:

- 3.4.1 Identifying what was wrong;
 - 3.4.2 Taking responsibility for their actions;
 - 3.4.3 Finding a way to solve the problem which leaves the dignity of everyone intact;
 - 3.4.4 Learning alternatives for dealing with a similar problem;
 - 3.4.5 Helping to heal everyone harmed.
- 3.5 Depending on the age of the child/student and the circumstances, parents will be informed and their assistance may be requested to promote additional strategies that enhance their child's decision-making ability.
4. The Superintendent shall:
- 4.1 Ensure that all schools are welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all students
 - 4.2 Develop, implement, and continually evaluate programs and practices to prevent and respond to incidents that disrupt teaching and learning; and
 - 4.3 Ensure that the best educational interests of students are the paramount consideration in the exercise of authority.
5. The Principal shall:
- 5.1 Ensure that students in the school have the opportunity to meet expectations as established by the District;
 - 5.2 Develop a code of student behavior and school procedures, in consultation with groups such as students, staff, school council, police, community representatives and parents, that:
 - 5.2.1 Complements AP 350: Student Code of Conduct
 - 5.2.2 Ensures a school wide approach responding to student behaviours that includes universal, targeted and individual interventions,
 - 5.2.3 Identifies roles and responsibilities of students, school staff, parents and community agencies to support safe and caring schools;
 - 5.2.4 Develops, implements and evaluates programs which promote appropriate behaviours and discourage/prevent inappropriate behaviours;
 - 5.2.5 Encourages the use of pastoral care services within the school, program services, the community and outside agencies;
 - 5.2.6 Emphasizes the understanding and reinforcement of expected student behavior;
 - 5.2.7 Outlines realistic and logical consequences, based on level of maturity, related to the failure to meet the expected behavior standards;
 - 5.2.8 Focuses on the rights and responsibilities of students;
 - 5.2.9 Provide crisis management and school disaster plans;
 - 5.2.10 Provides a degree of flexibility to allow staff to address the needs of individual students within the Code of Student Behaviour;

- 5.2.11 Addresses the behavioural expectations with reference to attendance, punctuality, respect for authority and other's property, appropriate dress and substance abuse (alcohol, drugs and tobacco);
- 5.2.12 Provides for staff development and training;
- 5.2.13 Maintains accurate and current student discipline records, to be shared where appropriate; and
- 5.2.14 Outlines the philosophical rationale that explains the basic principles upon which the code of student behavior is based

6. Teachers shall:

- 6.1 Model Catholic faith beliefs, principles, values and intellectual characteristics as outlined in Board Policy 1 - Foundational Statements and in the Code of Professional Conduct and the Student Code of Conduct,
- 6.2 Create and maintain environments that are conducive to student learning;
- 6.3 Establish learning environments wherein students feel physically, psychologically, socially and culturally secure;
- 6.4 Treat students in a fair, reasonable and objective manner
- 6.5 Provide support to students impacted by inappropriate behaviors of others and develop plans to support students to learn appropriate behavioral skills,
- 6.6 Include student voice and emphasize early and ongoing communication with and involvement with parents
- 6.7 Seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. It is generally expected that student behavior will occur in the context of the classroom and involve the classroom teacher and the classroom staff supporting the student.
 - 6.7.1 Teachers will include administration when responses have been unsuccessful or when behavior is sufficiently serious and requires additional support for the student.
- 6.8 Implement programs as deemed appropriate by District and school administration.

7. Parents shall:

- 7.1 Have opportunity to consult with the Principal to ensure that students in the school have the opportunity to meet expectations as established by the District;
- 7.2 Have opportunity to advise and consult with the principal on matters related to student conduct, discipline and consequences; and
- 7.3 Have opportunity to exercise a right to be heard regarding the discipline of their child, notwithstanding that the school staff, in operating in loco parentis and in keeping with the expectations of the District, is not required to consult with parents in every disciplinary matter, as this would constitute an unreasonable encumbrance on the school.

Approval: November 2018

Reference: Section 12 School Act

Board Governance Ends Policy 5– Students Growing in Social Responsibility
Executive Limitations Policy 2 – Safe, Healthy & Secure Environment
Executive Limitations Policy 4 – Treatment of Students and Parents
A Call to Responsibility – Student Discipline & Discipleship