

Administrative Procedure 350

Students

STUDENT DISCIPLINE

BACKGROUND

Westmount Charter School (WCS) is committed to providing a safe and caring environment that fosters and maintains respectful and responsible behaviours in accordance with the *Education Act*.

The Charter Board recognizes that student discipline is an essential component of teaching, learning, and student well-being. Discipline practices are intended to support student growth, responsibility, accountability, and positive citizenship while maintaining the safety and well-being of the school community. Discipline is most effective when it is preventative, educational, fair, developmentally appropriate, and implemented within the context of positive relationships.

The Charter Board affirms that discipline is a shared responsibility involving students, parents/guardians, school staff, and the broader community. Parents/guardians play an important role in supporting and reinforcing expectations for student behaviour.

The Principal, under the direction of the Superintendent, is responsible for implementing this Administrative Procedure.

PROCEDURES

1. Guiding Principles

- 1.1 The following principles shall guide school and classroom discipline practices:
 - 1.1.1 Students who feel capable, connected, and valued are more likely to engage positively and contribute to the school community.
 - 1.1.2 Student behaviour is best supported through a combination of preventative practices, positive reinforcement, and logical consequences.
 - 1.1.3 Students are expected to take responsibility for their behaviour, both as individuals and as members of the school community.
 - 1.1.4 Students are accountable for their conduct to any adult acting in a position of authority.
 - 1.1.5 Disciplinary responses shall be proactive, instructional, and restorative where appropriate, with the intent of promoting accountability, repairing harm, and supporting student growth.
 - 1.1.6 A safe and caring learning environment that fosters and maintains respectful and responsible behaviours is essential to effective learning. Teachers are responsible for establishing clear, reasonable, and well-communicated expectations for student conduct.
 - 1.1.7 Disciplinary matters shall be addressed promptly, fairly, and objectively, balancing the rights, responsibilities, and needs of the individual with those of the broader school community.
 - 1.1.8 Parents/guardians, as partners in education, play a vital role in reinforcing expectations for student behaviour.
 - 1.1.9 Discipline is a partnership between the home, school, and community.

2. Preventative and Supportive Approaches

- 2.1 The Charter Board recognizes that preventative disciplinary measures are the most effective. Such measures may include, but are not limited to:

- 2.1.1 Positive behaviour supports;
- 2.1.2 Effective classroom management strategies;
- 2.1.3 Mentoring and relationship-based supports;
- 2.1.4 Restorative practices;
- 2.1.5 Regular check-ins with teachers, administrators, and/or school counsellors;
- 2.1.6 Peer support and conflict resolution strategies;
- 2.1.7 School-based and external counselling services; and
- 2.1.8 Collaboration with parents/guardians and community agencies.

3. Communication

- 3.1 A communication plan shall be established with parents/guardians of students experiencing ongoing or serious behavioural concerns. Communication shall be timely, respectful, and focused on supporting positive student outcomes.
- 3.2 Students and parents/guardians shall be reminded of their obligations under AP-340 Student Code of Conduct, AP-347 Student Drug and Alcohol Abuse, and relevant Charter Board policies and procedures, as applicable.

4. Serious Misconduct

- 4.1 The Principal shall take appropriate and timely action in response to serious, aggressive, violent, or abusive behaviour that causes or threatens harm to persons or property. In such cases, disciplinary responses may include suspension, a recommendation for expulsion, and/or a referral to the police, as appropriate and in accordance with legislation and AP-351 Suspension.

5. Factors Considered in Disciplinary Decisions

- 5.1 When determining appropriate disciplinary measures, the following factors shall be considered, as applicable:
 - 5.1.1 The impact of the behaviour on students, staff, volunteers, visitors, and the school community;
 - 5.1.2 The nature and severity of the incident;
 - 5.1.3 The student's age, maturity, and individual circumstances;
 - 5.1.4 The frequency or repetitive nature of the behaviour, the student's prior conduct, documented interventions, and the application of progressive discipline, where appropriate;
 - 5.1.5 The intended educational and behavioural impact of the disciplinary response;
 - 5.1.6 Discussions with students and/or parents/guardians affected by the behaviour;
 - 5.1.7 Discussions with the student and/or parents/guardians of the student being disciplined; and
 - 5.1.8 Whether the student's behaviour may be influenced by disability, exceptional learning needs, mental health concerns, or other factors requiring accommodation.

6. Interventions and Disciplinary Measures

- 6.1 Disciplinary measures shall be consistent with the *Education Act*, Charter Board policy, AP-351 Suspension, and this Administrative Procedure, and may include:
- 6.1.1 Detention;
 - 6.1.2 Suspension from class;
 - 6.1.3 In-school suspension;
 - 6.1.4 Suspension from school;
 - 6.1.5 Voluntary withdrawal from school for students sixteen (16) years of age or older;
 - 6.1.6 Transfer to another school, where applicable and mutually agreed upon by the Principals; and
 - 6.1.7 Recommendation to the Charter Board for expulsion.

7. Serious or Repeated Offences

- 7.1 Serious and/or repeated behaviours that compromise safety or security at school or during school-sponsored activities shall be addressed appropriately. Such behaviours may include, but are not limited to:
- 7.1.1 Possession or use of weapons;
 - 7.1.2 Threats or acts of violence;
 - 7.1.3 Assault causing bodily harm;
 - 7.1.4 Theft or vandalism;
 - 7.1.5 Use, possession, distribution, sale, or collection of money for alcohol, cannabis, cannabis-infused products, illegal or illicit drugs, unauthorized substances, tobacco, or inhalants;
 - 7.1.6 Personal harassment or intimidation;
 - 7.1.7 Open defiance of authority; and
 - 7.1.8 Other criminal activity.
- 7.2 Disciplinary responses may include in-school suspension, suspension, recommendation for expulsion, and/or police involvement, at the discretion of the Principal, unless otherwise directed by Charter Board policy.

8. Unacceptable Disciplinary Practices

- 8.1 The following disciplinary practices are prohibited:
- 8.1.1 Physical threats or physical force;
 - 8.1.2 Corporal punishment;
 - 8.1.3 Collective punishment of unspecified individuals or groups;
 - 8.1.4 Use of grades or academic evaluation as a disciplinary tool;
 - 8.1.5 Verbal abuse or humiliation; and
 - 8.1.6 Any form of deliberate degradation or coercion.
- 8.2 The disciplinary measure used shall be at the discretion of the Principal, unless otherwise provided by Charter Board policy.

9. Support for Students Affected by Misconduct

- 9.1 Students who are harmed or negatively affected by the behaviour of others shall be provided with appropriate supports, interventions, and services to promote safety, well-being, and recovery.

10. Records and Privacy

- 10.1 Information relating to disciplinary incidents, investigations, interventions, and responses shall be collected, used, disclosed, retained, protected, and securely disposed of in accordance with the *Protection of Privacy Act* (POPA) and Board privacy management, records management, and information security procedures.

Legal Reference:	<i>Education Act</i> <i>Protection of Privacy Act</i> (POPA)
Cross Reference:	AP-340 Student Code of Conduct AP-347 Student Drug and Alcohol Abuse AP-351 Suspension
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