



The Calgary Jewish Academy
בית הספר היהודי בקלגרי

Policy # 5.33

THE CALGARY JEWISH ACADEMY

STUDENT DISCIPLINE POLICY

ADOPTED: April 15, 1991

Amended: May 13, 1996

Amended: February 10, 2003

Amended: November 23, 2006

Amended: March 19, 2010

Amended: April 14, 2010

Amended, April 20, 2015

1. POLICY STATEMENT

The purpose of this policy is to maintain conditions that make effective learning possible, and provide for a safe, caring and comfortable environment for students, staff and volunteers. All staff, parents and students are expected to maintain that atmosphere, as outlined in the CJA Code of Conduct, and the Positive Behavior Plan (Appendix A).

This policy applies on school property, on school buses and cabs, related to digital and social media misconducts both at school and home, in relation to students who attend the CJA and at all school sponsored activities.

2. BELIEFS

- 2.1 Problems may be complex and multi-layered, requiring careful consideration of the issues and circumstances in each case.
- 2.2 Measures to establish a firm boundary between acceptable and unacceptable behavior should reflect good professional practice and demonstrate respect for the dignity of students.
- 2.3 Interventions should be pragmatic and are intended to produce positive outcomes.

Brenda English, Head of School

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3. DISCIPLINE PROCEDURES

- 1.1. Options available may include but are not limited to the following:
- 1.2. Allowing students to describe the sequence of events and to consider alternative means of handling similar situations in the future.
- 1.3. Having students record the situation and own their behaviours.
- 1.4. Mediating student/student or adult/student conflict. This may involve negotiating and monitoring informal or formal contracts.
- 1.5. Including parents when appropriate. Parental involvement will be sought when the student has demonstrated seriously inappropriate conduct, or repetitive patterns of inappropriate behavior.

2. DISCIPLINARY INTERVENTIONS – Progressive Discipline Measures

Interventions should be at the lowest level that is likely to be effective. For this reason staff is encouraged to use discretion. They must take into account the student's age, the seriousness of the behaviour, recurrence, previous interventions, the likely impact on the student, precedents, and the message to the student body. Interventions should also reflect the school community's expectations for appropriate discipline.

Interventions by staff may include, but are not restricted to:

- 2.1. Warning and conversation related to first incident.
- 2.2. Time-out or temporary removal from a class or activity
- 2.3. Private discussion with the student related to behaviours and disruption.
- 2.4. Removal from classroom if necessary by teacher
- 2.5. Assigning alternative activity or task
- 2.6. Conversation with student and parents
- 2.7. Withdrawal of classroom privileges, outside privileges or school privileges.
- 2.8. Detention, community service or suspension from class or school if necessary.

Removing a student from class is appropriate when a student is disruptive or disrespectful. Sending students to the office for discipline is appropriate for serious incidents, or when students have not responded to other measures. Administrators may invoke the measures indicated above, and in addition may take such measures as:

- 2.9. Withdrawal from class on an in school suspension. Withdrawal of school and/or extra-curricular privileges.

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2.10 Temporary suspension from school

2.11. Expulsion from school

Situations where suspension may be imposed include, but are not limited to serious cases of:

- Physical aggression towards a student or adult
- threats of violence,
- the use of violence,
- bullying (as outlined in policy 5.70)
- repetitive misbehaviour unresponsive to other interventions
- serious academic misconduct
- other serious misbehaviours

Suspension and expulsion may only be invoked by the Principal, or if the Principal is unable to act, by the Administrator in charge. Suspension and expulsion may only take place in accordance with the terms of the Student Suspension and Expulsion Policy #5.34.

3. UNACCEPTABLE DISCIPLINE

3.1. Any form of physical punishment.

3.2. Humiliation and sarcasm.

3.3. Shouting at students. Brief raising of the voice may be necessary to gain attention, but prolonged shouting at students is unacceptable.

3.4. Denial of lunch or snack.

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Appendix A

Positive Behaviour Plan

At The Calgary Jewish Academy we are committed to providing a safe and caring environment, which will enhance the education of our students. We believe that students can and will make acceptable and appropriate behaviour choices when they know what is expected of them, have the positive support they need and are held accountable for the choices they make.

Our expectations are based on the following **RIGHTS AND RESPONSIBILITIES**:

1. I have the **RIGHT** to uninterrupted learning. I have the **RESPONSIBILITY** to arrive at school on time and to be in class on time.
2. I have the **RIGHT** to learn and grow. It is my **RESPONSIBILITY** to be prepared for class, listen to instructions, work quietly, raise my hand if I have a question or concern, and to complete my assignments. I will cooperate, participate and do the best I can.
3. I have the **RIGHT** to hear and be heard. It is my **RESPONSIBILITY** not to talk, shout or make loud noises when others are speaking.
4. I have the **RIGHT** to be respected as an individual. It is my **RESPONSIBILITY** not to tease, bother or hurt the feelings of other people. I will show respect and consideration for others and their ideas.
5. I have the **RIGHT** to be safe. It is my **RESPONSIBILITY** not to threaten or physically harm anyone else. It is my **RESPONSIBILITY** to follow the rules of the school.
6. I have the **RIGHT** to privacy and to my own personal space. It is my **RESPONSIBILITY** to respect the personal space and property of others and to keep my own space well-organized and tidy.
7. I have the **RIGHT** to enjoy school. I have the **RESPONSIBILITY** to have a good attitude and to participate in a way that helps make our school a place where others can enjoy school too.

To support the positive behaviour plan, our school uses the Second Step Program, teaches the values of Jewish moral education, has a peer mediation program, and an anti-bullying programs to support student success. These programs introduce core values of respect, responsibility and citizenship.

All students will be informed of our expectations and the consequences for inappropriate or unacceptable behaviour. In addition, each teacher will develop his/her set of classroom rules and expectations and communicate these to students and parents.

While the strategies and programs mentioned above are designed to help students make appropriate choices we understand that a part of growing and learning includes making mistakes

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and learning from those experiences. Students will always know when they have chosen behaviour that is unacceptable. Our goal is to help students to see that they are responsible for their behaviour and in control of their actions. The choice will always be with the student.

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