

POLICY ON INTRODUCING STUDENTS TO DEMOCRACY (Adopted April 12, 2013)

1. Objectives of the Policy

The purpose of this policy is to promote the concept of democracy for all students, to promote, support and reinforce the importance of student participation in activities related to democracy in the schools and centre.

2. <u>Legal References</u>

Sections 42, 51, 96.5, 96.6, 96.7, 102 and 211.1 of the Education Act. (R.S.Q, ch. I-13.3)

3. <u>Application</u>

This policy is intended for all students in the schools and centre with the support of school and centre staff.

4. Usage of the masculine gender

The masculine gender is used in this policy without any discrimination and for the sole purpose of simplifying the text.

5. <u>Principles</u>

- 5.1 To promote the development of specific competencies and qualities, such as a sense of responsibility, autonomy, belonging, respect, commitment, critical thinking and creativity;
- 5.2 To educate students on the roles and responsibilities of the schools and centre and the School Board;
- 5.3 To generate a desire among Central Québec students to play an active role in the democratic processes that exist within their schools and centre and to become involved in the decision-making that directly affects them;
- 5.4 To develop ties and promote dialogue between students and the Council of Commissioners;
- 5.5 al skills in order to help them become socially responsible citizens and to engage them in the democratic life of their school or centre.

6. Introducing Students to Democracy in Schools and Centres

The purpose of this section is to express the expectations of the School Board with respect to introducing students to democracy in our schools and centre, taking into

6.1 Elementary Level

Elementary schools are encouraged to elect a student committee or council. Positive leadership skills, a sense of individual and collective responsibility and an awareness and understanding of how democracy works can begin to be developed at an early age. The interaction of school life and the community served by the school plays view of a democratic society.

Schools may identify other opportunities in order to encourage more students to participate, become involved in the decision-making process and develop leadership abilities. A few examples of areas where students could be involved are: nutrition, the environment, graduation planning, entrepreneurship, behaviour issues.

6.2 Secondary Level

The Education Act stipulates that every secondary school is required to have a student committee or council for students in the second cycle. The School Board encourages secondary schools to include students from both cycles in the student committee or council. The existence of a student committee or council provides opportunities for students to assume leadership roles, to experience the results of positive action and to understand the consequences of inaction.

The student committee or council represents the link between students and