

STUDENT BEHAVIOUR AND DISCIPLINE

Background

The public education system exists to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralist society and a prosperous and sustainable economy. In addition, the mission of the District is to provide excellent educational service to our students so that they may develop to their maximum potential.

To successfully fulfil the mandate of the public education system and the mission of the District, schools and services must operate in a healthy, secure, safe and orderly environment. The District recognizes that appropriate student behaviour, based on self-respect and respect for and cooperation with others, is fundamental to accomplishing this mandate and mission.

In the provision of a healthy, secure, safe and orderly environment, in the development of the concept of the school as a community of interests, and in the obligation to fulfil the educational mandate and mission of the District there will be occasions where individual rights may be limited and/or restricted. In determining and acting upon these limitations and/or restrictions, employees are required to utilize judgment, exercise fair procedure and clearly communicate student entitlements and responsibilities.

Procedures

1. Jurisdiction and Authority

1.1. Jurisdiction

Students have the responsibility to comply with District and school behavioural procedures during the following:

- 1.1.1. At all school or District activities wherever and whenever held;
- 1.1.2. When utilizing District property including, but not limited to, desks, lockers, storage areas, filing cabinets, equipment, textbooks and other learning resources. Such property may be subject to searches. (as per AP 353)
- 1.1.3. When travelling to and from school or site utilizing transportation provided by the District;
- 1.1.4. When travelling from the school or site to attend a school or District event or activity;
- 1.1.5. When travelling to and from school or site and at lunch or other breaks when such off-site conduct has a clear connection to the operation of the school, has an impact on the safety and security of other persons, or adversely affects the relationship between the school and community;
- 1.1.6. When engaging in off-site activities, whenever and wherever held, that are directly linked to or resulting from events and relationships primarily developed

at school and are of such severity to have a direct and negative impact on other students or employees to function at school or work.

1.2. Authority

1.2.1. The Principal, and in their absence, the Vice-Principal, is responsible for the overall administration and supervision of the school and shall exercise paramount authority in matters concerning student behaviour, conduct and discipline.

1.3. Procedural Fairness (Due Process)

1.3.1. Employees shall utilize procedural fairness in matters regarding student discipline and shall develop and enforce rules and procedures in a fair manner. Employees shall clearly inform students of rules and expectations, treat students with respect, inform students of any transgressions and keep records of serious and/or repetitive misbehaviour. Employees shall provide reasonable and appropriate sanctions, giving reasons for such action, and principals shall develop procedures for the review of imposed sanctions.

1.3.2. Pursuant to Section 11 School Act, Board Policy 13 - Appeals Bylaw allows for appeals where a decision "significantly affects the education..." of the student. Under most circumstances, it is only suspensions in excess of ten days that would be considered to have a "significant" effect.

1.4. Parental Involvement

1.4.1. Parents shall, within the provisions of the school's code of conduct, be informed of potential issues at the earliest time possible and be involved with students, in an age-appropriate manner, in seeking solutions at the earliest time practicable.

1.5. Code of Conduct

All principals shall establish a code of conduct or similar document outlining student entitlements and responsibilities, describing processes and explaining sanctions. Codes of conduct may be developed as a school of community and include staff entitlements and responsibilities as well. This document shall:

- 1.5.1. Be established and revised after consultation with the staff, the parents' advisory council and, when appropriate, students;
- 1.5.2. Follow but not exceed the guidelines of Administrative Procedure 350 – District Student Code of Conduct. In the event of discrepancy, the Administrative Procedure 350 – District Student Code of Conduct shall supersede;
- 1.5.3. Be reviewed on a regular basis and not less than once every two years;
- 1.5.4. Be available in written form and be communicated in a clear manner to students, staff and parents;
- 1.5.5. Include provisions for discretion in assessing disciplinary consequences, particularly for those students with recognized special needs;
- 1.5.6. Be linked to the school's mission statement;
- 1.5.7. Include the provision for proactive programs, involvement of parents and the concept of the school as a community requiring respect and cooperation;
- 1.5.8. Include provisions for fair procedure (due process);

1.5.9. Include provisions for alternatives to student suspensions, including but not limited to community mentoring, meetings between parents of “offenders” and “victims”, student-based review systems, public student acknowledgment of the impact of his/her behaviour on others, parent attendance programs, school and/or community work or service, research or after school projects; counselling, and conflict resolution or anger management programs.

1.6. Case Review Committee

1.6.1. This Committee operates under the direction of the Director of Instruction and reviews cases referred by school-based administrative officers, District staff, community agency personnel, or the Superintendent. The student, parent and, if desired, an advocate, may attend the meeting, and the participation of employees or community service providers is at the discretion of the Chair.

1.6.2. The Committee may determine alternate educational placements (transfers) as part of an overall education plan on a full-time or temporary basis, and may determine partial attendance programs but shall not issue suspensions.

1.6.3. In exceptional or severe cases, the Committee may refer the matter to the Superintendent.

1.7. Partial Attendance Programs

1.7.1. Principals and/or the Case Review Committee in consultation with the Director of Inclusive Education or designate, may determine partial attendance programs normally associated with excessive disruption or risks to the health, safety and/or security of the student, other students, employees or other adults and/or children.

1.8. Students Sixteen Years of Age or Older

1.8.1. Where a student who is sixteen years of age or older is in continual breach of this Administrative Procedure and the school's code of conduct, the Principal may give written due warning, provide reasonable expectations for continued enrolment and meet with the student and parents.

1.8.2. If, within a reasonable period of time, the student fails to provide reasonable efforts to reform, the Principal may inform the student and parents that they have withdrawn the student and that the student and/or parents may contact the Superintendent if they wish to appeal the action taken.

2. Attendance/Achievement

2.1. Entitlements

2.1.1. All students and parents are entitled, within the limitations of custodial orders and procedure, to receive current information regarding achievement and attendance and to receive assistance when required. Such assistance may be during or after school time and may also be limited to the provisions of this Administrative Procedure.

2.1.2. All students are entitled to attend classes or access services, and all employees are entitled to work, in an environment with a minimum of disruption to atmosphere and instruction through unacceptable tardiness and absence and lack of effort.

2.1.3. All employees are entitled to provide instruction, organization and direction to students to maximize attendance and achievement.

2.2. Responsibilities

2.2.1. Student Responsibilities

With regard to matters of attendance and achievement, students are expected to:

- 2.2.1.1. Attend all classes and/or services except when ill, when there is illness or affliction in the family, when there is a danger to health, when on school sanctioned activities or when other unavoidable causes make attendance impractical;
- 2.2.1.2. Make a concerted, sustained and positive effort in all classes, contributing and working to the best of their ability;
- 2.2.1.3. Make up work for unacceptable absences without an automatic obligation on the teachers to provide additional instruction and/or assessment;
- 2.2.1.4. Respect the entitlement and responsibility that employees have to instruct, organize and direct activity to maximize achievement and attendance and comply with such activity;
- 2.2.1.5. Provide, upon request of a teacher or administrative officer, a written explanation of tardiness or absence from their parent;
- 2.2.1.6. Attend classes and/or services with the appropriate materials, supplies and equipment.

2.2.2. Staff Responsibilities

With regard to matters of attendance and achievement, staff are expected to:

- 2.2.2.1. Monitor, report and maintain records of attendance and achievement as per school/site procedures as determined by the Principal;
- 2.2.2.2. Provide attendance and achievement information to parents as per school/site procedures as determined by the Principal;
- 2.2.2.3. Provide appropriate instruction/assessment services for students who have acceptable absences in accordance with school/site procedures;
- 2.2.2.4. Actively encourage the regular attendance of students, and regularly inform and assist students toward meeting such expectations;
- 2.2.2.5. Establish rules and expectations regarding attendance and achievement consistent with school and District procedures;
- 2.2.2.6. Actively promote, encourage and assist students to achieve their maximum potential.

2.3. Parent Role

With regard to matters of attendance and achievement, school staffs anticipate that parents will:

- 2.3.1. Encourage student attendance, punctuality and achievement.
- 2.3.2. Inform the school of student absences and the reason for such absence in accordance with school procedures.
- 2.3.3. Communicate with teachers regarding planned absences that are not a result of illness, affliction, health or unavoidable causes. Such communication is to occur well in advance to provide sufficient time for discussion and resolution. It is recognized that it is not possible for employees to provide equivalent instruction, assessment and service during parent generated absences, particularly those of a lengthy duration.
- 2.3.4. Provide, upon request of a teacher or administrative officer, a written explanation of tardiness or absence.

3. Health, Security, Safety

3.1. Entitlements

- 3.1.1. All students are entitled to learn, and all employees entitled to work, in a safe, healthy and secure environment.
- 3.1.2. All students are entitled to learn, and all employees entitled to work, in an atmosphere free from tobacco, alcohol and narcotics and related substances.
- 3.1.3. All students are entitled to report violations free from ridicule or retaliation. Employees may provide anonymity if necessary.

3.2. Responsibilities

3.2.1. Student Responsibilities

With regard to matters of health, security and safety, students are expected to:

- 3.2.1.1. Respect the beliefs and values of fellow students, employees and other adults;
- 3.2.1.2. Comply with the instruction and direction of employees or other adults providing service to the school and/or District;
- 3.2.1.3. Refuse to engage in or be knowingly involved in the possession, consumption, promotion, sale or provision of tobacco products, alcohol, narcotics or related substances or paraphernalia;
- 3.2.1.4. Respect the property of fellow students, the public, employees and all others, and refuse to engage in wilfully damaging or taking such property;
- 3.2.1.5. Respect the safety and security needs of fellow students, employees and other adults when communicating verbally, non-verbally or in written, electronic or visual-display form;
- 3.2.1.6. Refuse to engage in bullying, physical, emotional or sexual intimidation and/or harassment, or any form of communication that

advocates racial, ethnic, religious or gender-oriented violence, intolerance and/or hatred;

- 3.2.1.7. Refuse to engage in, promote, or be a willing and predetermined spectator to fighting and physical assault;
- 3.2.1.8. Commit to non-violent means of resolving disputes and refuse to engage in fighting, assault, bullying and intimidation;
- 3.2.1.9. Dress in a manner that does not pose a health or safety concern, promote or signify violent intent or illegal acts, cause damage to property, does not promote the use or advertising of drugs or alcohol, or not appropriate to the educational mandate of the school.

3.2.2. Staff Responsibilities

With regard to matters of health, security and safety, staff are expected to:

- 3.2.2.1. Ensure that school rules are communicated to students;
- 3.2.2.2. Promote a safe, healthy and secure environment by monitoring student behaviour, and, if necessary, enforcing school rules and policies in classrooms, hallways, libraries, gyms and grounds and at school activities whenever and wherever held;
- 3.2.2.3. Actively and sensitively listen to student concerns regarding health, security and safety issues and respond and/or refer appropriately;
- 3.2.2.4. Promote non-violent means of resolving disputes and model respectful behaviour and communication;
- 3.2.2.5. Ensure that classroom rules are consistent with school rules and procedures.

3.3. Parent Role

With regard to matters of health, security or safety issues, school staffs anticipate that parents will:

- 3.3.1. Provide or arrange for student transportation home when there is a serious breach of health, safety or security issues;
- 3.3.2. Encourage respectful behaviour and promote non-violent means of resolving disputes;
- 3.3.3. Inform the school regarding potential health, safety and/or security issues that the parent may reasonably know to exist.

3.4. Student Transfers

- 3.4.1. The Superintendent, the Case Review Committee, or the Board may transfer a student to a different school or educational program when circumstances indicate a substantial safety risk to the student in question, other students, employees or other adults or children.

3.5. RCMP Contact

- 3.5.1. Principals may contact the RCMP to assist with health, security or safety issues.

4. Suspensions

- 4.1. Principals are encouraged to develop procedures which provide alternatives to suspensions. However, administrative officers and, in certain situations, teachers, after attempting a number of other activities and following fair procedure, may suspend students for breach of this regulation.
- 4.2. Suspensions for drug and/or alcohol-related activities may require student participation in, and completion of, a counselling program, usually conducted by community-based services.
- 4.3. Suspensions for violent behaviour may require student participation in, and completion of, an anger management (or related) program, usually provided by community-based services.

Reference: Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85 School Act

Adopted: November 23, 1999

Revised: June 25, 2019, September 2022