

Administrative Procedure 355

Student Code of Conduct and Discipline

Background

To establish and maintain a welcoming, caring, respectful, and safe learning environment for all students and staff, and to maximize the educational opportunities provided, students shall, as a partner in education, have a responsibility to ensure that their conduct respects diversity and fosters a sense of belonging by:

- Respecting themselves and the rights of others,
- Ensuring their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging in the school,
- Reporting, refraining from, and refusing to tolerate bullying or bullying behavior, even if it happens outside of the school or school hours or electronically,
- Acting in ways that honors and appropriately represents themselves and their school,
- Attending school regularly and punctually,
- Being ready to learn and actively engage in and diligently pursue their education,
- Knowing and complying with the rules of their school,
- Cooperating with all school staff,
- Being accountable for their behavior,
- Contributing positively to their school and community.

Definitions

Welcoming: All who enter the working and learning environments are invited in and accepted.

Caring: All members of the school community demonstrate empathy and kindness.

Respectful: All are valued and accepted, and each person is treated with dignity and honor.

Safe: Each person is protected from harm, including physical, emotional harm.

Belonging: Each person is accepted and valued for their place in, and contribution to, our community

Diversity: Each member of our community is important and valued for their uniqueness and individuality.

A “safe and secure” school learning environment: Physically, emotionally and psychologically safe, characterized by:

- a. Demonstration of caring and empathetic actions and behaviours
- b. Respect for law and order
- c. Respect for democratic values, rights and responsibilities

- d. Respect for cultural diversity
- e. Community, family, student and staff involvement
- f. Appropriate modeling by staff, students and other adults in the school
- g. Clear, consistent expectations for behaviour and consequences for misconduct which are communicated to students, staff and parents

Parent: References to parent are intended to include persons who are defined as a parent or accorded the rights of a parent as per section 1(2) of the School Act. (Parent usually refers to a biological or adoptive parent.).

Independent Student: References to independent students are intended to include students who are:

- a. 18 years of age or older, or
- b. 16 years of age or older and who are living independently.

Suspension: The removal of a student from the classroom, school property, school activities, or bus for a period of up to five school days).

Expulsion: The Board-approved removal of a student from the classroom or bus for a period of time longer than five school days.

Bullying: Includes repeated and hostile or demeaning behavior by an individual or group of individuals where the behavior is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Procedures

1. Development and Maintenance

- 1.1 Schools are expected to foster and maintain a safe and secure environment through measures which include:
 - 1.1.1 A school environment where appropriate behaviour is valued, taught and modeled by all staff and students.
 - 1.1.2 Developing positive student attitudes towards the school and its environment,
 - 1.1.3 Providing students with supervision at approved activities and making all participants in school-related activities, staff, students and parents aware of expectations held with respect to their conduct and language,
 - 1.1.4 Developing plans for possible action to be taken by students and staff in monitoring and responding to perceived threats to or breaches of the security and good order of the school,
 - 1.1.5 Making students, parents and staff aware of the school's expectations for conduct and of the consequences established for serious or repeated misconduct.
- 1.2 In developing positive student attitudes which are conducive to a safe and secure school environment, schools are expected to:

- 1.2.1 Provide students with an environment and program which is caring, which provides opportunities for and recognition of success and which fosters self-esteem, self-discipline and a sense of responsibility,
 - 1.2.2 Assist students in developing appropriate approaches to solving problems and resolving conflict,
 - 1.2.3 Take advantage of opportunities afforded by provincial curriculum and co-curricular activities to develop respect and caring for:
 - learning
 - self and other persons
 - democratic values, rights and responsibilities
 - cultural diversity
 - property
 - law and order
 - 1.3 The Student Code of Conduct must be made publically available, displayed in a prominent location on school and/or websites, and be provided to all staff, students and parents in a manner to ensure a common understanding.
 - 1.4 School handbooks, as approved by the Principal, shall publish the expectations for behaviour and the student conduct intervention procedures established for use within the school and the Division.
2. Responses to Misbehavior
- 2.1 Principals are expected to respond to behavior which threatens or breaches school safety and security.
 - 2.2 That the Division expects parents to assist schools in maintaining a safe and secure environment by:
 - familiarizing themselves, supporting and encouraging student respect for school discipline expectations, policies and guidelines; and
 - by supporting the school in the enforcement of these expectations, policies and guidelines at all school functions, both on-campus and off-campus.
 - 2.3 Any response to misbehavior must take into account the age, maturity and individual circumstances of the involved students.
 - 2.4 Routine student conduct intervention decisions are normally the responsibility of the classroom teacher. Teachers shall contact parents and endeavour to involve them in resolving ongoing conduct problems, and shall document any such contacts with parents.
 - 2.5 School administrators shall become involved with student conduct intervention actions when normal classroom intervention has not achieved the desired outcome. Except in exceptional circumstances, school administrators must make every effort to involve parents at this level, and must document all such efforts.

- 2.6 Normal in-school student conduct interventions have the goal of behaviour change. When inappropriate behaviour does not change, it may be necessary to remove the student from the classroom, to protect the well-being of other students, or to prevent disruption of the learning environment. Hence, suspensions and expulsions are very serious interventions, and are normally employed only after other measures have been tried and substantial efforts have been made to involve parents in the process of correcting unacceptable behaviour.
- 2.7 Disciplinary Action, including suspension, expulsion or other disciplinary measures deemed appropriate by the Principal shall be considered when a student:
- 2.7.1 Exhibits open opposition to authority,
 - 2.7.2 Exhibits willful disobedience,
 - 2.7.3 Habitually neglects duty,
 - 2.7.4 Uses improper or profane language,
 - 2.7.5 Engages in conduct potentially injurious to others,
 - 2.7.6 Engages in bullying or harassing behavior,
 - 2.7.7 Willfully damages school property,
 - 2.7.8 Exhibits behaviour that interferes with school- or Division-approved activities,
 - 2.7.9 Exhibits behaviour prohibited by other administrative procedures,
 - 2.7.10 Exhibits behavior inconsistent with Section 12 of the School Act, responsibilities of students.
3. Student Conduct Intervention Actions by the School
- 3.1 A teacher may suspend a student from one class period, and shall report the suspension to the principal.
 - 3.2 A principal may suspend a student from:
 - 3.2.1 One or more class periods
 - 3.2.2 One or more courses or school programs
 - 3.2.3 School
 - 3.2.4 Riding in a school bus
 - 3.2.5 Activities sponsored or approved by the Division.
 - 3.3 A student suspended by the principal or by a teacher may be reinstated at any time by the principal.
 - 3.4 When a principal suspends a student, the principal shall:
 - 3.4.1 Telephone the student's parents as soon as possible to inform them of the suspension.
 - 3.4.2 Report in writing to the student's parents all the circumstances of the suspension.

- 3.4.3 Report in writing to the Superintendent all the circumstances of the suspension.
- 3.5 When a principal recommends that a student appear before the Student Appeals Committee, in accordance with Procedure 3 below, the principal shall include a copy of this administrative procedure with the report to the parents.
4. Student Conduct Intervention Actions by the Board
- 4.1 If a student is not to be reinstated within five school days from the date of the suspension, the principal shall report in writing to the Superintendent all the circumstances of the suspension, together with the principal's recommendations.
- 4.2 The Superintendent or designate shall establish a meeting with the student, the parents, and the Student Appeals Committee.
- 4.3 All information received by the committee must be presented before both parties. The committee may meet alone to discuss the information, but may not meet separately with one party prior to reaching a decision.
- 4.4 The Student Appeals Committee shall, within ten school days of the first day of the suspension, reinstate, or expel the student.
- 4.5 If a student is expelled, the Superintendent shall in writing notify the parent, and the student if sixteen years of age or older, of the Committee's decision and of the right to request a review of the decision by the Minister.
5. Support of Students
- 5.1 Students who incur serious physical or emotional problems as victims of violence either at school or school activities, or in the performance of responsibilities undertaken pursuant to these regulations, may be provided with support arranged by the Division.
- 5.2 Principals are expected to develop plans for assisting students to deal with trauma resulting from acts of bullying, violence or harassment.
- 5.3 Principals are expected to develop plans to educate and assist students who engage in inappropriate behavior to prevent further incidents.