

Administrative Procedure 6020 R1
Student Behaviour

1. **Jurisdiction and Authority**

1.1 Jurisdiction

Students have the responsibility to comply with Board and school behavioural policies during the following:

- 1.1.1 at all school or school district activities wherever and whenever held;
- 1.1.2 when utilizing school 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, where practicable, by two or more appropriate adults.
- 1.1.3 when travelling to and from school or site utilizing transportation provided by the Board;
- 1.1.4 when travelling from the school or site to attend a school or school 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

The principal, and in his or her 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)

Employees shall utilize procedural fairness in matters regarding student discipline and shall develop and enforce rules and policies 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 schools shall develop procedures for the review of imposed sanctions.

Pursuant to Section 11 *School Act*, the Appeals Bylaw of the Board of School Trustees 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

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 schools 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 sense 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 parent advisory council and, when appropriate, students;
- 1.5.2 follow but not exceed the guidelines of Board policy and relevant regulatory and statutory provisions. In the event of discrepancy, the Board policy and regulatory and statutory provisions 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

This committee operates under the auspices of the Student Services Department and reviews cases referred by school-based administrative officers, school 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.

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.

In exceptional or severe cases, the committee may refer the matter to the superintendent or the Board of School Trustees.

1.7 Partial Attendance Programs

Administrative officers and/or the Case Review Committee 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

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

If, within a reasonable period of time, the student fails to provide reasonable efforts to reform, the administrative officer may inform the student and parents that the school has withdrawn the student and that the student and/or parents may contact the superintendent or designate 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 policy, 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 regulation.
- 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 school 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 or guardian;
- 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 policy and procedures as determined by the principal;
- 2.2.2.2 provide attendance and achievement information to parents as per school/site policy and 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 policy and 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 policies;
- 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, schools 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 policy and procedures.
- 2.3.3 communicate with teachers regarding planned absences that are not a result of illness, affliction, health or unavoidable causes. Such communication should 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 willfully 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, or because of its appearance or extremity of fashion is distracting to the learning process 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 policies and 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 policies and rules are consistent with school policies, rules and procedures.

3.3 Parent Role

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

- 3.3.1 provide or arrange for student transportation home should there be 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 Physical Restraint

Physical restraint is a judicious control measure that may be applied temporarily to a student by an employee or specialized service provider providing:

- 3.4.1 there is an immediate risk for the health and safety of the student in question, other students or other adults or children;

- 3.4.2 the “restrainer” believes that safe control cannot be established using other means;
- 3.4.3 the level of force utilized is kept to a minimum;
- 3.4.4 the action is motivated by care and protection and not by anger, caprice or arbitrariness.

Any physical restraint applied should be accompanied by controlled, unemotional and reassuring statements that give reasons for the restraint and a description of the student behaviour necessary for it to cease. Whenever possible, two or more adults should be involved or present.

Physical restraint techniques may, where necessary, be included in an Individual Education Plan.

A critical incidence report form shall be completed when physical restraint has been utilized.

3.5 Vandalism and Damage

Where a student damages property while behaving in a manner contravening the school’s code of conduct, the following recovery of costs shall apply.

- 3.5.1 Where the student immediately reports the damage, the cost recovered shall not exceed the cost of materials required to remedy the damage.
- 3.5.2 Where the student has not reported the damage but upon investigation is determined to have done so, the amount recovered shall be the cost of labour and materials required to remedy the damage.
- 3.5.3 Principals shall report any mitigating circumstances to the superintendent that may potentially cause the recovery to be different from that outlined above. The superintendent shall report this to the Board for consideration.

Pursuant to section 10 *School Act*, parents may be held liable for the intentional and negligent act(s) of a student that causes damage to school or school district property.

3.6 Student Transfers

The superintendent (or designate), the Case Review Committee, or the Board of School Trustees 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.

3.7 RCMP Contact

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

4. **Suspensions**

Schools are encouraged to develop policies and 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.

Suspensions for drug and/or alcohol-related activities will normally require student participation in, and completion of, a counselling program, usually conducted by community-based services.

Suspensions for violent behaviour will normally require student participation in, and completion of, an anger management (or related) program, usually provided by community-based services.