

Administrative Procedure 355

STUDENT DISCIPLINE

Background

The Division approach to discipline is based on the belief that students learn to discipline themselves if they are allowed to experience the logical consequences of their actions. Wide ranging consequences may be applied depending on the severity of each individual incident of misbehaviour and the frequency of that misbehaviour.

Procedures

1. The expected behaviour of students through the school discipline policy will be clearly communicated to the students, the parents and the community by the Principal, staff and School Community Council (SCC) of each school and submitted to the Superintendent of Education by the end of October each year.
2. Effective discipline of students hinges on a cooperative approach between school and the parent/guardian. The parent/guardian will be involved as early as possible without calling home every time a student misbehaves. The parent/guardian will be encouraged to communicate with the Principal or designate to establish individual guidelines. Initially mediation efforts with an at-risk student, his/her parents and school officials should occur with the aim of finding resolution through various supports to change behaviour. This pro-active approach will de-escalate and lessen potential misunderstandings and allow for a more collaborative resolution to the problem behaviour.
3. Every student's right to learn will be safeguarded through this approach to student discipline. A teacher's right to maintain a safe and orderly classroom is also safeguarded and supported through this approach. The list of consequences noted below, while generally escalating in severity, will not necessarily be followed in a lock-step fashion. In fact, some steps may be omitted, repeated or only partially applied.

Approach

3.1 Formal Interview

School personnel will talk with the student to reach an agreement regarding the student's behaviour. School personnel will be required to fill out an Incident Report Form (355-1) for each student interview and submit it to the Principal for filing. The parent/guardian may be contacted in some circumstances by the Student Support Workers, Social Workers/Career Transitions Teachers, Classroom Teacher or the In-School Administrators.

3.2 Case Management Meeting (tier II)

A case management meeting or series of meetings will be held with the teacher and/or support personnel with the specific goal of developing a plan for changing attitudes and improving student behaviour. The parent/guardian will be involved. After these meetings, school personnel will be required to fill

out a tier II School Based Case Management Form (351-2) and submit it to the Principal for filing.

3.3 Parental Involvement

Contact will be made with the parent/guardian to discuss the specific behaviour of the student and steps which must be undertaken to change the behaviour. The nature of contact will vary from a telephone conversation to a formal meeting at the school with parent/guardian, student and school personnel.

3.4 Case Management Meeting (tier III)

A meeting will be held with the Case Management Team which includes the parent/guardian, student, teacher(s), Resource Room Teacher, Career Transition Teacher/School Social Worker, Student Support Worker(s), Principal, Responsive Services Consultant and local and regional service professionals as deemed necessary to develop a plan for changing the student's behaviour. After this Case Management meeting, school personnel will be required to fill out a tier III Division Supported Case Management Form (351-2) and submit it to the Principal for filing if the situation has been resolved. If the situation has not been satisfactorily resolved the Principal must report the situation to the Director, through the Superintendent of Education. (Refer to AP 351)

Possible Consequences

3.5 Withdrawal From Classroom Setting

Where specific unacceptable behaviour will be deemed to have a negative impact upon the classroom learning environment, the student will be withdrawn to a supervised alternate location to complete his/her assignments. Such withdrawal will normally be temporary, but when a prolonged withdrawal is recommended, the parent/guardian will be contacted.

3.6 Behavioural/Performance Contract

In some instances, the student will be required to meet specific behavioural standards in order to avoid more severe levels of consequence. Such expectations will be developed between the school, the parent/guardian and the student. Expected outcomes will be defined in order to meet the behaviour standards agreed upon. Such an agreement will be documented in the Case Management Plan with copies provided for all concerned parties.

3.7 Removal of Privileges

Privileges in the nature of access to playground, lunch-room, library, extracurricular activities and/or bus transportation will be removed under certain circumstances. The school administrator will ensure that the parents are notified when such removal of privileges occurs.

3.8 Detention of Student

The student will be detained within the school for specific unacceptable behaviour. Where such detention occurs beyond regular school hours, appropriate arrangements will be made with the parent/guardian.

3.9 Restitution

The student and/or parent/guardian will be required to compensate for damages incurred by the student. Such restitution may be monetary in nature, but could take alternative forms such as community service.

3.10 Student Support Services Department

Student Support Services personnel will be available to assist in the development of prevention and intervention strategies. In some Case Management Plans involvement may include alternate placement and/or access to treatment beyond the school.

3.11 Outside Agency Involvement

In some circumstances, the student's behaviour may involve violation of the law (e.g. drugs, theft or assault) and police involvement; parents will be informed as soon as possible of any such action. Other circumstances (e.g. alleged abuse) may result in a referral to Ministry of Social Services and outlined in the Case Management Plan. In cases of outside referral the Principal in consultation with the Superintendent of Education will fill out the Agency Referral Form (351-3) before forwarding any confidential documentation to the partnering agency.

3.12 Suspension

Suspension from school is a serious consequence which is imposed subject to Division procedures and Section 154 of the Education Act. In such cases, the necessary documentation will be forwarded to specified administrative personnel required by the procedures. Procedural fairness will be a significant element of the formal suspension alternative including an appeal process. Suspensions may vary from one (1) day to just under one (1) year.

3.13 Expulsion

Expulsion requires official action by the Board and is carried out in accordance with Section 155 of the Education Act and Board Policy. Procedural fairness will be a significant element of the formal expulsion alternative including an appeal process. Expulsions begin with one (1) year in one (1) school and can be mandated for more than a year and for some or all schools in a Division.

4. Staff who are not in alignment with the code of conduct will be referred to their supervisor for appropriate intervention.
5. Parents who are not in alignment with the code of conduct will be asked to meet with school and/or Division personnel as appropriate.
6. Every student shall be accountable to any person appointed by the Division for the purpose of supervision (i.e. driver of a school bus, lunch room supervisors) during school hours. Such employees shall be responsible to report matters of student conduct to the Principal.

7. Smoking

7.1 Provincial legislation prohibits the use of tobacco or tobacco related products in school buildings and vehicles, and on school grounds.

7.2 This prohibition does not apply to the use of tobacco for ceremonial events.

8. Alcohol and Drugs

8.1 The Division will not tolerate alcohol or drugs on school property during any school activity.

8.2 Superintendents of Education are to ensure that infractions are to be covered under school procedures.

9. Search and Seizure

9.1 School lockers and desks remain the property of the school and must be assigned to students after they have signed a Letter of Agreement indicating that position.

9.2 If the Principal has evidence or justification that a student may possess any illicit spirits, drugs, or other material, the Principal has the right of search.

9.3 In the case where the student is of the age of majority, the Principal may request the service of a legal authority (R.C.M.P.) to conduct such a search.

9.4 Any such search shall be conducted in the presence of a witness.

9.5 Upon confirmation of possession/use of alcohol or drugs during school hours, the Principal shall immediately inform the student's parent(s) or guardian(s), and the Superintendent of Education.

10. Dangerous Weapons and Explosives

10.1 Section 193 of the Education Act, shall apply:

Any parent or guardian who allows a student in his/her control to do so, is guilty of an offence and liable on summary conviction to a fine of not more than one hundred (\$100.00) dollars.

10.2 A student who violates Section 193 is liable to immediate suspension by the Principal and possible expulsion.

11. Suspensions

Suspensions of students will be carried out in accordance with Section 154 of the Education Act, with the exception that copies of the Principal's written report will be delivered to the Superintendent of Education, parent or guardian and the Area trustee.

Reference: Section 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231
Education Act

Cross-Reference: Policy 13 – Appeals and Hearings Regarding Student Matters