


Administrative Procedures 350 Student Conduct

		Adopted: June 28, 2011 Amended: January 4, 2017
	External References: <ul style="list-style-type: none">• Education Act: Sections 85, 87, 109, 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231	Internal References: <ul style="list-style-type: none">• AP 181 Video Surveillance• AP 350 Student Conduct – Appendix A – Student Conduct Support Protocol• AP 350 Student Conduct – Appendix B– Behaviour Intervention Team Referral• AP 352 Positive Behaviour Support• AP 353 Referral for Counselling Services• AP 360 Student Discipline• AP 432 Prevention of Harassment and Violence• AP 550 Transportation of Students on a School Bus• AP 556 School Bus Safety• West Central Community Threat Risk Assessment and Support Protocol• Form 432-1 Violent Incident Report

Background

The Division believes in providing a safe and caring school environment that deals effectively with such issues as bullying, harassment and conflict and violent threats. The purpose of this administrative procedure is to promote and maintain positive and respectful school, classroom and school bus behaviour. The principles of responsibility, cooperation, safety and leadership are key components of student conduct.

Procedures

1. General

- 1.1 It is important that within school settings that students, staff members, parents/guardians, and community members interact positively with one another. To enable those interactions and to be supportive of a safe and secure learning environment there is a need to be aware of expectations:
 - 1.1.1 What is expected of us.
 - 1.1.2 What we can expect of others.
 - 1.1.3 The consequences we can expect if we don't act in accordance with expectations.
- 1.2 A school-based Code of Conduct is to be developed and reviewed with all stakeholders at the beginning of each school year.
- 1.3 The School Code of Conduct will be posted in classrooms as well as on school buses transporting students to that school.
- 1.4 It is important that staff members, students, parents/guardians and volunteers are familiar with and follow the school's Code of Conduct.

2. Students

- 2.1 Students can expect that:
 - 2.1.1 Staff will treat them with courtesy, respect, consistency and fairness.

- 2.1.2 Clear, relevant lessons will be presented along with explanations for the evaluation procedures to be used.
 - 2.1.3 They will be able to work in a school atmosphere which is safe, secure, non-threatening and conducive to their learning.
 - 2.1.4 School personnel will be accessible to students for help concerning courses, assignments, assistance, personal and career decisions and other school matters.
 - 2.1.5 Teachers will prepare for class, mark and return assignments within a reasonable time.
 - 2.1.6 School administration and staff will monitor students' progress.
 - 2.1.7 They will have the opportunity to participate in a range of activities offered in the Division.
 - 2.1.8 Clear expectations as to how to conduct themselves while being transported on a school bus.
 - 2.1.9 Discipline procedures will be fairly and judiciously implemented.
- 2.2 Students are expected to:
- 2.2.1 Develop self-discipline and show courtesy and respect for all people in the school and in the community.
 - 2.2.2 Demonstrate behaviour that contributes to a supportive and safe learning environment.
 - 2.2.3 Attend school regularly and punctually. Be prepared for all classes by bringing the required materials and completed assignments.
 - 2.2.4 Complete work missed due to absence.
 - 2.2.5 Make the most of educational opportunities through active classroom participation and involvement in other school activities, both in and out of class.
 - 2.2.6 Resolve interpersonal conflicts and difficulties through discussions or by seeking assistance from school personnel.
 - 2.2.7 Show respect for school property and personal property. Restitution will be used to resolve the issue regarding damages.
 - 2.2.8 Take pride in their work and what they have accomplished.
 - 2.2.9 Conform to reasonable standards of taste in dress and grooming.
 - 2.2.10 Refer to Administrative Procedures 360 Student Discipline.

3. Staff

- 3.1 Staff can expect that:
 - 3.1.1 They will work in an environment that is safe, secure and non-threatening.
 - 3.1.2 The Principal, in cooperation with staff (including school bus drivers), Student Council and School Community Council develops procedures to promote good order and harmony in the school. These procedures are communicated to staff, students and parents on an annual basis and conform to the duties of students as set out in the Education Act.
 - 3.1.3 Everyone associated with the school will be treated with courtesy, respect and fairness.

- 3.1.4 Students will work to the best of their ability.
 - 3.1.5 Students will attend classes with assignments completed, and with appropriate materials.
 - 3.1.6 Students will behave appropriately on the way to and from school, at school and at school-sponsored activities.
 - 3.1.7 Parents will communicate openly with them about matters that might affect the performance of their child.
 - 3.1.8 They will have the assistance and cooperation of students, parents, colleagues, and the School Community Council and Division in the performance of their duties.
 - 3.1.9 Principals will provide leadership and support using a collaborative style.
 - 3.1.10 Student discipline procedures will be fairly and judiciously implemented.
 - 3.1.11 Staff members, who do not follow the Positive Behaviour Management system, will be referred to their supervisor for appropriate intervention.
- 3.2 Staff are expected to:
- 3.2.1 Establish and maintain a safe, secure, non-threatening learning environment.
 - 3.2.2 Treat students fairly and consistently.
 - 3.2.3 Respect the rights of all individuals.
 - 3.2.4 Respect and demonstrate consideration for other cultures.
 - 3.2.5 Maintain open communication.
 - 3.2.6 Communicate information about student progress, attendance and behaviour to students, parents and administration.
 - 3.2.7 Encourage each student to perform to the best of his/her ability.
 - 3.2.8 Teach the Saskatchewan curricula diligently and provide the programs and services prescribed by the Division.
 - 3.2.9 Adapt curricula in order to meet the needs of all students so that everyone can achieve success.
 - 3.2.10 Evaluate student achievement and explain the evaluation procedures to be used in each course.
 - 3.2.11 Strive for optimum quality of education and personal development by attending in-services or other professional development workshops.
 - 3.2.12 Conform to reasonable standards of taste in dress and grooming.
 - 3.2.13 Follow the Division procedures when addressing issues and concerns with respect to decision making (i.e. Principal, Superintendent of Education, Director, Board).

4. Parents/Guardians

- 4.1 Parents/Guardians can expect that:
 - 4.1.1 Teachers will teach the required Saskatchewan Education Core Curriculum, as well as provide the assigned programs and services, while using appropriate teaching practices and methods.

- 4.1.2 Staff will abide by, support and promote the Division and their school's Code of Conduct.
 - 4.1.3 Staff will communicate with parents whenever there is a positive matter or problem with respect to discipline, learning progress or attendance.
 - 4.1.4 Administration will provide leadership and support, and monitor instruction in the school.
 - 4.1.5 Students will receive fair and consistent treatment.
 - 4.1.6 Clear directions will be provided concerning curricular related and extra-curricular activities.
 - 4.1.7 Staff will cooperate to create an atmosphere that is conducive to a positive learning environment which is supportive, safe and challenging.
- 4.2 Parents/Guardians are expected to:
- 4.2.1 Instil in their child:
 - 4.2.1.1 The desire to work to the best of his/her ability;
 - 4.2.1.2 An understanding of the importance of education;
 - 4.2.1.3 Respect for the rights of fellow students and staff;
 - 4.2.1.4 Respect for property and resources;
 - 4.2.1.5 Recognition of the authority of the school staff to ensure a safe, secure, non-threatening learning environment.
 - 4.2.2 Maintain regular communication with their child about school matters.
 - 4.2.3 Ensure that their child attends regularly and punctually.
 - 4.2.4 Attend their school's events and meetings, and give constructive input and support to their school.
 - 4.2.5 Maintain open communication with all staff.
 - 4.2.6 Provide the equipment and school fees their child needs for learning activities.
 - 4.2.7 Follow the protocol of the Division when addressing issues and concerns with respect to decision making (i.e. classroom teacher – Principal; Director – Board).

5. Accountability


- 5.1 There is to be understanding that under the rule of law every student is accountable:
 - 5.1.1 To the teacher for his/her conduct on the school premises during school hours, and during such hours when the teacher is in charge of the student either in class, or out of the school while engaged in authorized school activities conducted in out-of-school hours.
 - 5.1.2 To the Principal and members of the teaching staff at any time that she/he is under supervision of the school, including time spent traveling between the school and his/her place of residence.
 - 5.1.3 To the driver of a school bus, and to any other person appointed by the Director for the purposes of supervision during hours when students are in the personal charge of such employees, or persons appointed by the Director. Those appointed persons shall be responsible to, and report to the Principal.

6. Violent Threats

6.1 Please refer to the West Central Community Threat Risk Assessment and Support Protocol.

Administrative Procedures 350 - Appendix A

Student Conduct Support Protocol

		Adopted: June 28, 2011
	External References: <ul style="list-style-type: none">• Education Act: Sections 85, 87, 109, 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231	Amended: June 21, 2016
		Internal References: <ul style="list-style-type: none">• AP 360 Student Discipline• Form 352-1 Student Positive Behaviour Support Plan• Form 352-2 Student Positive Behaviour Support Plan Review• Form 352-3 Referral to Behaviour Intervention Team• Form 360-1 Student Contract Template• Form 360-2 Student Discipline Letter Template In-School Suspension

Students learn to manage themselves if they are allowed to experience the logical consequences of their actions. An effective learning environment hinges on a cooperative approach between the school personnel and the parent/guardian. Ongoing communication and parental involvement in their child's learning is important.

The following protocol may be applied in situations involving students which require intervention and prevention; some options include:

1. Informal Interview

- 1.1 School personnel will talk with the student to reach an agreement regarding the student's behaviour. The parent/guardian may be contacted in some circumstances.
- 1.2 Parental/Guardian Involvement
 - 1.2.1 Contact is made with the parent/guardian to discuss the specific behaviour of the student and the steps which must be undertaken to change the behaviour.
- 1.3 School-Team Involvement
 - 1.3.1 A School Support Team conference or series of conferences will be held with the teacher, Principal and/or support personnel with the specific goal of developing a plan for changing attitudes and improving student behaviour. The parent/guardian may be involved. Refer to Form 350-2 Student Positive Behaviour Support Plan.

2. Formal Interview

- 2.1 After a designated time, as identified in the Student Positive Behaviour Support Plan, a Student Positive Behaviour Support Review may be conducted (Refer to Form 352-2 Student Positive Behaviour Support Plan Review). In the case where the student attempts no improvement, the Principal may refer the matter to the Superintendent of Education with responsibility for school operations.

3. Division-based Student Support Services

- 3.1 Support services through the Student Support Services Consultant, School Child and Youth Counsellor, Speech and Language Pathologist, Occupational Therapist, Educational Psychologist, Addictions Educator, or other agencies may be accessed to assist in the development of prevention and intervention strategies. In some cases, involvement may include alternate placement and/or access to treatment beyond the school.

4. Withdrawal from Classroom Setting

- 4.1 Where specific unacceptable behaviour is 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 in-school withdrawal is recommended, the parent/guardian will be contacted.

5. Behavioural/Performance Contract

- 5.1 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, with copies provided to all concerned parties (Form 360-1 Student Contract Template).

6. Removal of Privileges

- 6.1 Privileges in the nature of access to playground, lunch room, library, extra-curricular activities and/or bus transportation will be removed under certain circumstances. The Principal will ensure that the parents are notified when such removal of privileges occurs.
- 6.2 Any student who is suspended from school will also have bus privileges removed for the duration of the suspension. Also refer to Administrative Procedures 360 Student Discipline.

7. In-School Suspension of Student

- 7.1 The student will be suspended within the school for specific unacceptable behaviour. Where such suspension occurs beyond regular school hours, appropriate arrangements will be made with the parent/guardian. Refer to Form 360-2 Student Discipline Letter Template In-School Suspension.


8. Outside Agency Services

- 8.1 In some circumstances, the student's behaviour may involve violation of the law (i.e. drugs, theft or assault) and require police involvement. Parents/guardians will be informed as soon as possible of any such action. Other circumstances (i.e. alleged abuse) may result in a referral to Saskatchewan Community Resources.

9. Out-of-School Suspension of Student

- 9.1 The student will be suspended within the school for specific unacceptable behaviour. Where such suspension occurs beyond regular school hours, appropriate arrangements will be made with the parent/guardian. Refer to Administrative Procedures 360 Student Discipline and related forms.
- 9.2 Throughout the process attention will be given to natural justice, logical consequences, demonstrated fairness and due process.
- Documentation will be made in all student intervention situations and be filed appropriately.
 - An appeal process will be available to the student and parent/guardian at both the school and Division level as outlined in The Education Act.

Administrative Procedures 350 - Appendix B Behaviour Intervention Team Referral

	<p>External References:</p> <ul style="list-style-type: none"> • Education Act: Sections 85, 87, 109, 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175, 231 	<p>Adopted: June 28, 2011</p> <p>Amended: June 21, 2016</p>
	<p>Internal References:</p> <ul style="list-style-type: none"> • Form 352-3 Referral to Behaviour Intervention Team 	

All behaviour is purposeful. At times, it is very difficult to determine the underlying antecedents of a student's behaviour and thus, it is very difficult to intervene in a meaningful manner. Involvement of the Behaviour Intervention Team (BIT) is intended for those students who require a Tier III Behavioural Intervention. These students make up less than 5% of the total student population and have not responded favourably to Universal or Tier II interventions.

Initiation of the Behavioural Intervention team is done by the principal.

Accessing Supports

1. Need for referral is determined by the school-based team.
2. Form 352-3 Referral to Behaviour Intervention Team is completed and forwarded to the Superintendent of Education with responsibility for Student Support Services.
3. Behaviour intervention team members are contacted by the Superintendent of Education with responsibility for Student Support Services, and asked to set up a data collection team meeting as soon as possible. Data collection team member inclusion is based on initial referral information.
4. The school-based team must be included in the initial data collection meeting.
5. The Student Support Services Consultant chairs the initial data collection meeting and provides a meeting agenda.
6. The purpose of the initial data collection meeting is to review underlying contributing antecedents in the following domains: Cognitive/Social-Emotional/Physical/Environmental.
7. The goal of the initial data collection meeting is to set up an initial behaviour intervention plan. This may include the need for further data collection (i.e. cognitive/language assessment; functional behaviour assessment, classroom observation, etc.) and to assign personnel to these tasks.
8. The timeline for implementation of the initial plan is determined and a follow-up team meeting is set.