

## Saskatchewan Rivers School Division No. 119 Policy Manual

<b>Policy Name:</b>	<b>Code of Conduct</b>
<b>Policy Type:</b>	<b>Students</b>
Number:	8030
Date Approved:	November 28, 2005
Legal Reference:	<i>The Education Act, 1995</i> , Section 85(1)(b), 141(1), 142(1), 151(1), 231(2)(i), 175(2), 231(2)

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The Board of Education believes in providing all students with a safe and secure learning environment.

A safe and secure school learning environment is one that is physically, emotionally and psychologically safe, characterized by:

- a) caring
- 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 and students
- g) clear, consistent expectations for behavior and consequences for misconduct which are communicated to students, staff and parents.

A division Code of Conduct is an effective structure for providing such an environment in that it addresses the shared expectations of students, staff and parents.

Each school in the division is expected to maintain a school-based Code of Conduct that is in alignment with the School Division Code.

### **Guidelines:**

A Code of Conduct is the foundation for developing positive behaviors in the learning environment. In general it is rooted in the rights and responsibilities of a democratic society and in particular it reflects the values of the School Division.

Within school settings students, parents, guardians, administrators and community members interact with one another. To enable those interactions to be supportive of safe, well-ordered and welcoming environments there is a need to be aware of expectations.

- What is expected of us.
- What can we expect of others.
- The consequences we can expect if we don't act in accordance with expectations.

It is important that all adults in Division schools act in a thoughtful and responsible manner to ensure the safety and security of all young people.

It is important that all students are expected to be responsible citizens and demonstrate an understanding of the relationship between their rights and their responsibilities.

A Code of Conduct should be reviewed with students and staff periodically during each school year. It should be posted in classrooms and in an area of high visibility for visitors to see.

### **The Division Code of Conduct**

Students can expect that ...

- Staff will treat them with courtesy, respect, consistency, and fairness.
- Clear, relevant lessons will be presented along with explanations for the evaluation procedures to be used.
- They will be able to work in a school atmosphere which is safe, secure, non-threatening and conducive to their learning.
- School personnel will be accessible to students for help concerning courses, assignments, remedial assistance, personal and career decisions, and other school matters.
- Teachers will prepare for class, mark and return assignments within a reasonable time.
- School administration and staff will monitor students.
- They will have the opportunity to participate in a range of activities offered in the School Division.

Students can be expected to ...

- Attend school regularly and punctually.
- Be prepared for all classes by bringing the required materials and completed assignments.
- Complete work missed due to absence.
- Develop self-discipline and show courtesy for all people in the school and in the community.
- Make the most of educational opportunities through active classroom participation and involvement in other school activities, both in and out of class.
- Take pride in their work and what they have accomplished.
- Resolve interpersonal conflicts and difficulties through discussions or by seeking assistance from school personnel.
- Show respect for school property and the personal property of others.
- Demonstrate behavior that contributes to an orderly, supportive and safe learning environment.
- Respect and demonstrate consideration for other cultures.

Staff can expect that ...

- Students will treat them with courtesy, respect, and fairness.

- Students will attend class regularly.
- Students will attend classes with assignments completed, and with appropriate materials.
- Students will behave appropriately on the way to and from school, at school, and at school sponsored activities.
- School administration will provide leadership and support.
- They will have the assistance and cooperation of students, parents, colleagues, and the Board in the performance of their duties.
- Everyone associated with the school will be treated with courtesy.
- Parents will communicate openly with them about matters that might affect the performance of their son or daughter.
- Students will work to the best of their ability.
- They will work in an environment that is safe, secure and non-threatening.

Staff can be expected to ...

- Establish and maintain a safe, secure, non-threatening learning environment.
- Evaluate student achievement and explain the evaluation procedures to be used in each course.
- Communicate information about student progress, attendance and behavior to students, parents and administration.
- Establish and maintain an orderly, safe environment while travelling on the bus.
- Maintain open communication.
- Treat students fairly and consistently.
- Respect the rights of all individuals.
- Teach the Saskatchewan curriculum diligently and provide the programs and services prescribed by Saskatchewan Rivers School Division No. 119.
- Challenge each student to perform to the best of his/her ability.
- Participate in the Saskatchewan Rivers School Division's striving for optimum quality of education and personal development.
- Respect and demonstrate consideration for other cultures.

Parents can expect that ...

- Teachers will teach the required Saskatchewan Learning Core Curriculum as well as provide the assigned programs and services and use appropriate teaching practices and methods.
- Staff will abide by, support and promote the Code of Conduct.
- Staff will communicate with the home whenever there is a problem with respect to discipline, learning progress or attendance.
- Administration will provide leadership and support, and monitor instruction in the school.
- Students will receive fair and consistent treatment.
- The school will give clear directions concerning extra-curricular activities and out of school activities.
- Staff will cooperate to create an atmosphere that is conducive to a positive learning environment which is orderly, supportive, safe and challenging.

Parents can be expected to ...

- Instill in their son or daughter:
  - the desire to work to the best of his/her ability
  - an understanding of the importance of education
  - respect for the rights of fellow students and staff
  - respect for property and resources
  - recognition of the authority of the school staff to ensure a safe, secure, non-threatening learning environment.
- Maintain regular communication with their son or daughter about school matters.
- Ensure that their son or daughter attends regularly and punctually.
- Attend their school's events and meetings, and give constructive input and support to their school.
- Maintain open communication with all staff.
- Provide the equipment their son or daughter needs for school/learning.
- Respect and demonstrate consideration for other cultures.

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### ADMINISTRATIVE PROCEDURES

The Division's 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 misbehavior and the frequency of that misbehavior.

The expected behavior of students will be clearly communicated to the students, the parents and the community by the principal and staff of each school.

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 school to establish individual guidelines.

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.

1. Informal Interview  
School personnel will talk with the student to reach an agreement regarding the student's behavior. The parent/guardian may be contacted in some circumstances.
2. Support Personnel Involvement  
A conference or series of conferences will be held with the teacher and/or support personnel with the specific goal of developing a plan for changing attitudes and improving student behavior. The parent/guardian will be involved.
3. Parental Involvement  
Contact will be made with the parent/guardian to discuss the specific behavior of the student and steps which must be undertaken to change the behavior. The nature of contact will vary from a telephone conversation to a formal conference at the school with parent/guardian, student and school personnel.

4. Formal Interview  
A conference will be held with the student, the teacher and an administrator and/or guidance counsellor and the parent/guardian to develop a plan for changing the student's behavior.
5. Withdrawal From Classroom Setting  
Where specific unacceptable behavior 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.
6. Behavioral/Performance Contract  
In some instances, the student will be required to meet specific behavioral 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 behavior standards agreed upon. Such an agreement will be documented, with copies provided for all concerned parties.
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.
8. Detention of Student  
The student will be detained within the school for specific unacceptable behavior. Where such detention occurs beyond regular school hours, appropriate arrangements will be made with the parent/guardian.
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.
10. Student Support Services Department  
Student Support Services personnel will be available 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.
11. Outside Agency Involvement  
In some circumstances, the student's behavior 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 Saskatchewan Social Services.

12. Suspension

Suspension from school is a serious consequence which is imposed subject to Division Policy and Section 154 of *The Education Act, 1995*. In such cases, the necessary documentation will be forwarded to specified administrative personnel required by Policy. Procedural fairness will be a significant element of the formal suspension alternative including an appeal process. Suspensions may vary from one day to just under one year.

13. Expulsion

Expulsion requires official action by the Board of Education and is carried out in accordance with Section 155 of *The Education Act, 1995* and Board Policy. Procedural fairness will be a significant element of the formal expulsion alternative including an appeal process. Expulsions begin with one year in one school and can be mandated for more than a year and for some or all schools in a division.

- \* Staff who are not in alignment with the Code of Conduct will be referred to their supervisor for appropriate intervention.
- \* Parents who are not in alignment with the Code of Conduct will be asked to meet with school and/or Division personnel as appropriate.