

Administrative Procedure 300

STUDENT CODE OF CONDUCT

Background

The Division 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:

- Caring,
- Respect for law and order,
- Respect for democratic values, rights and responsibilities,
- Respect for cultural diversity,
- Community, family, student and staff involvement,
- Appropriate modeling by staff and students,
- Clear, consistent expectations for behavior and consequences for misconduct which are communicated to students, staff and parents.

A Division Code of Conduct as provided in Appendix A 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 shall maintain a school-based Code of Conduct that is in alignment with the School Division Code.

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 required to be responsible citizens and demonstrate an understanding of the relationship between their rights and their responsibilities.

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

Procedures

1. 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.
2. The expected behavior of students shall be clearly communicated to the students, the parents and the community by the principal and staff of each school.
3. 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.
4. 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.
 - 4.1 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.
 - 4.2 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.
 - 4.3 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.
 - 4.4 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.
 - 4.5 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.
 - 4.6 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.
 - 4.7 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.

4.8 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.

4.9 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.

4.10 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.

4.11 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.

4.12 Suspension

Suspension from school is a serious consequence which is imposed subject to Board Policy No. 14 and Section 154 of *The Education Act, 1995, 1995*. The principal shall inform their Superintendent of out of school suspensions when they occur.

4.13 Expulsion

Expulsion requires official action by the Board and is carried out in accordance with Section 155 of *The Education Act, 1995*, and Board Policy 14.

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

Reference: Section 85(1)(b), 141(1), 142(1), 151(1), 152, 153, 231(2)(i), 175(2), 231(2), *The Education Act, 1995*