

School District No. 22 (Vernon)

POLICY

Please file in By-Laws, Policy & Procedure Manual

No. 9.14.0

Adopted: 19 June 2001

Amended:

School District #22 Code of Conduct

Statement of Philosophy

District Expectations

The Board expects all members of the school community to treat others with respect and courtesy and to conduct themselves in a manner worthy of the respect of others, in order to promote a safe and positive school learning and work environment. The Board believes the following principles are inherent in establishing and maintaining positive environments within the district:

- Schools should promote values which foster respect for all members of the school community and support non-violent means of resolving differences.
- In order to promote a school environment which fosters these values and which minimizes the risk of violence in schools, school staff should develop a plan of action which includes governance, prevention and intervention.
- In developing the plan of action staff should consider the needs and concerns of all members of the school community.
- Students and staff should be provided with opportunities to acquire the knowledge and skills to help them develop positive interactions and avoid violent confrontations at school.
- Appropriate behaviors and attitudes should be reflected in classroom instruction and modeled by all adults in the school and work environments.

The Board believes that a positive school environment promotes:

- respect for the dignity of individuals and the diversity of the school community;
- respect for the property of others;
- drug and alcohol free school activities;
- intolerance of bullying and harassing behaviors; and
- non violent conflict resolution.

It is expected that student behavior will be conducive to the establishment of a positive school environment which maximizes the learning opportunities for all students. In recognition of this belief, the Board supports the following:

- all students have a right to be treated fairly;
- all students have a right to an educational program which addresses their individual needs;
- the design and implementation of student discipline procedures must focus upon the needs and aspirations of all students; and
- all adults must share responsibility for supporting all students in the development of positive relationships.

Student Code of Conduct

Students are expected to act in a manner that enables all students and staff to participate effectively in the educational community.

Every student shall be subject to the code of conduct established for the district while on school premises, going to and returning from school and at all school sponsored games and functions whenever and wherever held. Students will be expected to:

- Attend school on a daily basis except in cases of illness, family need, or medical excuse
- Be punctual and prepared for classes
- Apply themselves to their educational program in a manner commensurate with their ability
- Demonstrate a respect, tolerance and acceptance for others and the rights of others
- Resolve conflicts in a non-violent manner
- Respect property

In addition to the district code of conduct, each school shall create a written code of conduct/rules that shall be published and provided to all students. A copy of the school code of conduct/school rules shall be filed with the office of the Superintendent of Schools.

Procedures – Student Behaviour and Interventions

It is recognized that school staff must work with parents or guardians to address student behavior issues. Parents or guardians should be notified in the event of serious or repetitive behavior issues.

When the misbehavior of a student impacts on another student or involves onlookers, appropriate interventions will be taken to address the needs of all of those involved (i.e. the student who has engaged in the misbehavior, the student who was the subject of the misbehavior and any onlookers).

When the actions of a student jeopardize access to a safe and positive school environment, strategies will be initiated. These may include:

- Referral to the school counsellor and/or behavior teacher
- Involvement of parents or guardians
- Referral to the school based team
- Referral to the school administration
- Reallocation of school based resources and staff
- Consultation with district Student Support Services
- Consultation with district administration staff
- Case management with community agencies.

In most cases an individual behaviour plan (IBP) should be developed for the student. The development of this plan should include appropriate school personnel, parents, possibly the student and in some cases community and district personnel. The IBP should:

- Target problem behaviors
- Include functional assessment of problem behaviors
- Define specific goals, including replacement behaviours and timelines
- Describe interventions, including strategies to change negative behaviors, teach appropriate skills and outline positive and negative consequences
- Monitor effectiveness of plan, including objective data collection
- Include objective data to monitor effectiveness of plan

Alternative measures to deal with inappropriate behavior may include:

- Natural consequences
- In-school suspensions
- Part time placements
- Placement in another school
- Restorative justice processes
- Reconciliation
- Restitution
- Referral to District Alternate programs or Discovery
- Out of school suspensions

Student Suspensions

Students are expected to comply with the district code of conduct, the school rules authorized by the principal, and other policies and regulations authorized by the Board. Students may be suspended from school for non-compliance with the code of conduct, school rules, policies and/or regulations.

Generally, student suspensions will occur only after lesser forms of discipline or other interventions have taken place in the school to correct the student's conduct. It is recognized, however, that there may be occasions when the behavior of the student is sufficiently serious to warrant a suspension, even though no previous disciplinary

actions or other interventions have taken place. When a suspension is initiated, an opportunity should be provided to parents to meet with the school administrator to discuss the student conduct and related matters.

Administrative Officers (principals and vice-principals), Directors, Assistant Superintendents and Superintendents or designates are authorized to suspend students in accordance with this policy and to take other disciplinary action to that of a kind, firm and judicious parent.

Where students are suspended an alternate educational program will be provided, interventions will be outlined, and a plan for re-entry will be developed.

At the time of suspension verbal notification shall be provided to the parents or guardians with written notification (including the conduct at issue and the rule/code/policy which has been breached) to follow. A copy will be forwarded to the office of the Superintendent of Schools. This notification shall also inform the parent or guardian of the access to appeal to the Board as provided in school district bylaws. The principal or designate will make contact with the parents or guardians at the time of any suspension, to inform them of the reasons and length of the suspension. The principal or designate shall attempt to ensure the safety of the student until the parent or guardian is notified.

When the principal considers that a student has committed repeated or serious breaches of the district code of conduct, school rules or other policies or regulations authorized by the Board (or the principal considers that the conduct of the student warrants a suspension in excess of 5 days), the principal shall refer the student to the Office of the Superintendent of Schools. The principal shall inform the parents of the referral in writing. The principal shall also ensure that the parents have been informed in writing of the reasons for the suspension, the recommended duration of the suspension, any previous behavior or interventions which are relevant and the right to appeal.

The Superintendent shall provide the parents and/or student with the opportunity to meet to review the circumstances related to the suspension as well as the student's prior disciplinary record, academic progress record, assessments and other pertinent information. The Superintendent may give any direction he considers appropriate.

Should the parents wish to appeal the decision to suspend the student to the Board, the Superintendent or designate will prepare a report for the Board with a recommendation for subsequent action. The Board shall provide the parent and/or student with an opportunity to address the Board in accordance with its appeal bylaw. The Board shall decide on the appeal and may take one or more of the following actions:

- Confirmation of the suspension of the student and any conditions of the suspension
- Direction varying the length of the suspension or any conditions of the

- suspension
- Reinstatement in school
 - Reinstatement in school with conditions
 - Placement in another school or program
 - Provision of services appropriate to the student's needs
 - Imposition of conditions prior to reinstatement

The Superintendent or designate shall inform the parent and/or student of the decision of the Board.

Appendix A

SIGNIFICANT AND FLAGRANT BREACHES OF THE CODE OF CONDUCT

Use or sale of drugs or alcohol or association with others using or selling these substances

Vandalism

Assault of a verbal, physical or sexual nature

Theft

Intimidation, bullying, harassment, extortion

Violence of any form

Uttering threats or acting in a threatening manner

Sexual harassment

Racism

Illegal acts

Possession of weapons or objects used as weapons. Weapons may include firearms, knives, projectiles, martial arts paraphernalia, etc.

Internet violations

Stalking

Sexual exploitation

Appendix B

Definitions

School Community includes all staff, students and parents.

Safe and positive school and work environments are physically, emotionally and psychologically safe and characterized by:

- caring;
- common values and beliefs;
- respect for law and order
- respect for democratic values, rights and responsibilities
- respect for cultural diversity
- respect for individual differences;
- 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; and
- effective anger management strategies.

Bullying is a systematic abuse of power. Bullying can occur in many contexts in school and the workplace. Bullying can be overt and demonstrated by behaviors such as physical aggression, shoving, poking, taking things, choking, punching, kicking and beating. Bullying can also be covert and be demonstrated by behaviors such as taunting, rumors, gossiping, teasing, exclusion and silent treatment.

Sexual Harassment is any unwelcome sexual advances, comments, looks, suggestions, audio and visual material of a sexual nature, requests for sexual favors and other verbal or physical conduct emphasizing sexuality, sexual identity or sexual orientation, made by a person who knows, or ought reasonably to know such behavior is unwelcome.

Discrimination is an act against an individual which is based on race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation.

Restitution is a an alternative to suspension. This approach is intended to help students become self-directed and self-disciplined. The process may also result in support being provided to the student "hurt" by an action from another student.