



BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

ADMINISTRATIVE PROCEDURE

Progressive Discipline and Suspension Guidelines	
Approval Date:	April, 2024
Last Revised Date:	March 13, 2024
Reference(s):	Policy 220: District Code of Conduct

1 Purpose

The purpose of the SD22 Code of Conduct is to “maintain a safe, caring and healthy learning environment. This Code of Conduct applies to students, parents and caregivers, staff, and others accessing the schools and facilities or acting on behalf of SD22 as guests or participants at other venues, activities, or events relating to SD22 programs.”

2 Scope

In the event of a breach of the code of conduct:

Every effort will be made to support individuals and determine the root causes of behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of progressive discipline/consequences will follow. Where possible, incidents will be resolved through discussion, mediation and/or [Restitution](#) /[Restorative Justice](#).

School administrators and officials have a responsibility to advise other parties of serious breaches in codes of conduct. Individuals and/or agencies that **may** need to be informed include: a student's parents, the parents of other students who were involved, school district officials, the police or other agencies where the law requires, or the parents of all students in the school when the school community needs to be reassured that a serious situation is being addressed.

In accordance with [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#) legislation, school and district officials will only discuss a student's behaviour with the student's direct parent or guardian. Behaviour of other students who may be involved will only be discussed with their parents/guardians. School and District staff will not disclose the identity nor discuss any information about a student with any individual who is not the parent or guardian of that student (including disciplinary actions that may or may not have been taken.)

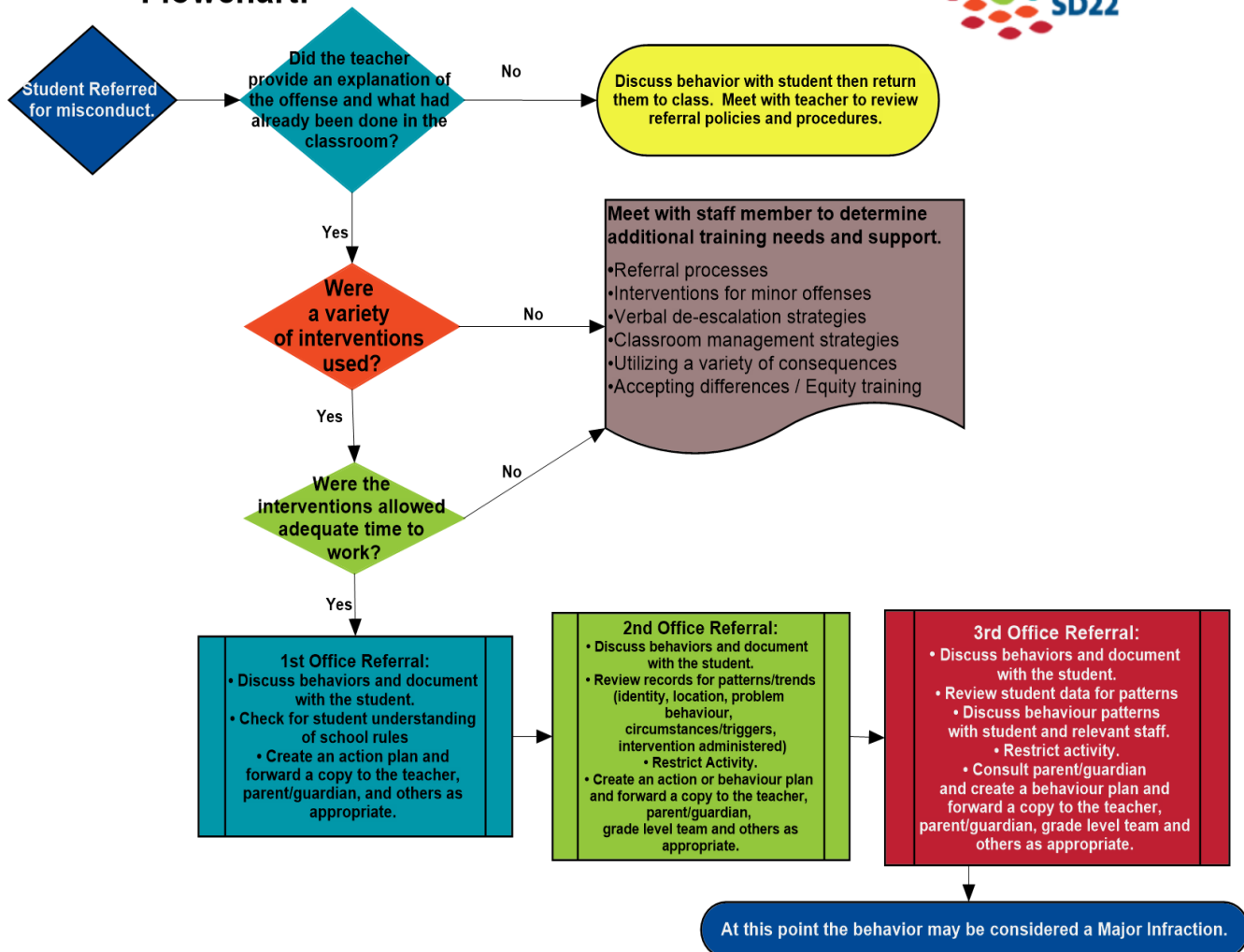
Retaliation Prevention

- SD22 will take all reasonable steps to prevent retaliation against a person who has made a complaint of a breach of our code of conduct. Students, staff, parents, and community members are encouraged to inform school authorities of safety concerns.

Minor Offenses: misbehaviors managed “on the spot” (classroom, common areas, etc.) or within the school/classroom. Interventions used to address and correct minor offenses are documented and dealt with at the school/classroom level.	
Examples: - Disruption - Defiance - Non-compliance with school expectations - Property misuse - Dress code violations or inappropriate clothing - Mild physical contact - Inappropriate language - Tardiness - Lying - Cheating - Out of bounds - Trash / littering - Refusal to comply with classroom expectations Note: this is a suggested and not a comprehensive list. Other behaviours of a similar level or nature may fall under this heading.	Minor Offense Interventions may include: Clearly define / post the behavioral expectations. Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc. Incorporate Restitution Protocols where appropriate. TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example). Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all materials, push in all chairs and line up.” Cue / Prompt / Remind/Praise - Provide a pre-arranged / previously taught cues to remind students of the appropriate behavior. Acknowledge students who appropriately demonstrate the expected behavior. Specifically explain HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you _____.” Provide a warning - “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.” Check for student understanding of the behavioral expectations - “Please summarize what we discussed so I ensure there is no confusion.” Evaluate the student’s skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains – make accommodations to support student needs. Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving? Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during (lunch).”

	Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions. Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.). Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with anti-social behaviors. Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas. Involve a problem-solving team (grade team, family, School based teams, SBRT).
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Minor Offenses Flowchart:



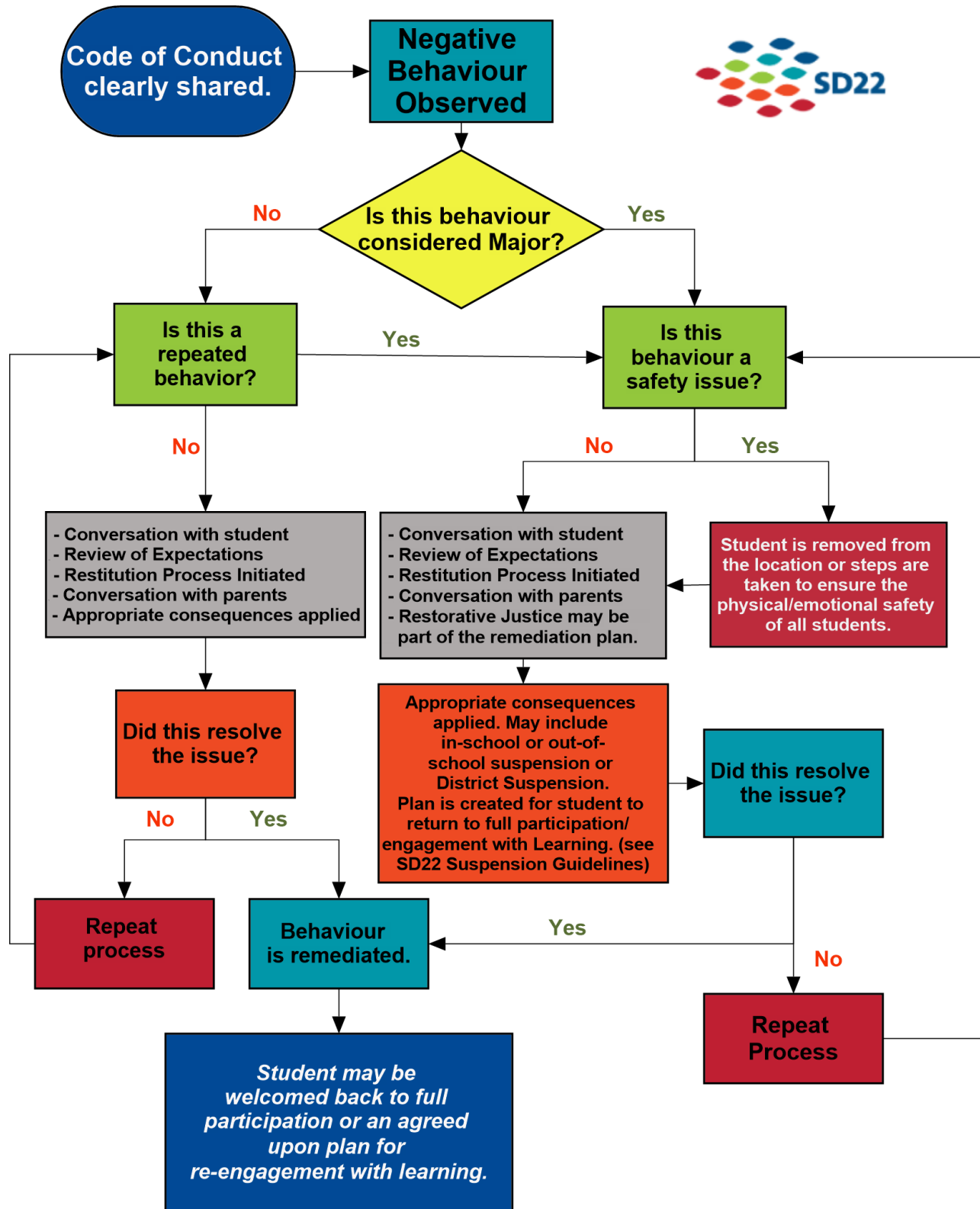
Major Infractions: violations of the Education Code which require the immediate attention of administrative staff. The interventions used to address and correct major infractions are conducted at the administrative or District level.	
Examples may include ¹ :	Major Infraction Interventions may include:
Safety: - Fighting or violence in any form - Assault of a verbal, physical, or sexual nature - Weapons – possession of weapons or objects used as weapons. - controlled substance, possession or under influence - controlled substance, sale - robbery / extortion - imitation firearm - sexual assault/exploitation - harass / threaten / intimidate witness – including uttering threats or acting in a threatening manner - racism/illegal acts - sexual harassment/stalking - hate violence - harass / threaten / intimidate individual, groups or staff - terrorist threat - aid / abet physical injury - hazing - bullying (intimidation based on sexual orientation, race/ ethnicity, physical/mental disability or power difference) - Including micro-aggressions - internet/social media violations on or off school property, during or outside of school hours. Non-Safety: - damaged property - stealing - tobacco/vaping - obscene acts / vulgarity - drug paraphernalia – sale - disruption / defiance - received stolen property	In conjunction with any disciplinary action, it is recommended that the school incorporate Restitution Protocols² or Restorative Justice³ practices. All major infractions must be clearly documented and referred to the school principal/administrator who will consult with the District Director of Inclusion with respect to how best to proceed. Documentation should include: - Documentation of the infraction – date, place, time of day, who was involved, what transpired including what was said, threatened, written, etc. as well as actions taken by the school. - Statements of the victim/witnesses. - Photographic evidence if applicable/appropriate (particularly where property damage has occurred). - Evidence of the impact of the behaviour - Documentation of conversations with parents/guardians - Police reports where police have been involved and have made such available to the District. In consultation with the District Director of Inclusion administrators may recommend an out of school or Board Suspension. VTRA (Violence Threat Risk Assessment) protocols may be necessary as well as involvement of RCMP or other community support services.

¹ Note: this is a suggested and not a comprehensive list. Other behaviours of a similar level or nature may fall under this heading.

² <https://realrestitution.com>

³ <https://www.justice.gc.ca/eng/cj-jp/rj-jr/index.html>

SD22 Progressive Discipline Procedure



SD22 Suspension Guidelines

TYPES of Suspensions

1. In school
 - Parents notified – call or meet
 - Possible consultation with District Behavior Specialist – supports, suspension plan
2. Out of School
 - Parents notified
 - Return to school meeting with administration, student, and parent
 - Consultation with District Behavior Specialist – supports, suspension plan
3. Board Suspensions
 - In consultation with the Director of Inclusion
 - Parents notified
 - Complete board suspension package and forward to the Director of Inclusion
 - Consultation with District Behavior Specialist – supports, suspension plan
 - Board hearing with a return to school plan

Actions for all Suspensions

- Communication with parents
- Letters cc'd to the Department of the Director of Inclusion
- Letters cc'd to above and appropriate behaviour specialist if drug/alcohol related
- Letters cc'd to Director of Indigenous Education if student is Indigenous
- Letters cc'd to transportation if bus incident
- Input incident in MyEd
- Consultation with District Behaviour Specialist – supports, suspension plan
- Evidence of individualized supports and suspension based on intent and recidivism
- Consideration of restrictions of bus riding privileges

Suspension Categories

1. Defiance & Disrespect	8. Fighting
2. Weapons	9. Misconduct
3. Attendance & disengaged	10. Threats
4. Smoking/Vaping	11. Theft
5. Drugs	12. Bullying
6. Alcohol	13. Restriction of Bus Privileges
7. Physical Aggression	

Specific Suspension Protocol

The following is to be used as a guide when determining the level of Suspension applied to specific actions. The administrator will use professional judgment based on circumstances, individual needs, intent, repeated offenses, etc. A formal suspension should be part of a greater remediation plan that

will include restitution/restorative justice, and a behavior plan to remediate and ultimately change the behavior in a positive way.

- Level 1 – Critical/Urgent Response Needed – Typically District Suspension given
- Level 2 – Serious Response Needed – Typically Out-of-School Suspension given
- Level 3 – Appropriate Consequence/Response – could be in-school or out-of-school suspension.

Category	Level	Suspension Type or Time Frame	Follow Up
Drugs/ Alcohol (including vaping)	3 – Association	• Up to 5 Days	• Collaborate with D&A Counsellor in regards to supports/programs/caseload • D&A counsellor connect students and families with programs • D&A suspension package – first time suspension and package #2 for second suspension • Possible referral to Axis for second suspension
	2 - Under the influence of drugs/alcohol	• Up to 5 Days • After 3 drug suspensions in a school year, becomes a Board suspension.	
	1 – Dealing or Trafficking drugs/alcohol	• Board suspension with RCMP Involvement	
Weapons	3 No Intent	• Up to 5 Days	• Possible VTRA • Follow up with Parents
	2 Intent/no action	• Board Suspension	• VTRA Protocol and potential RCMP Involvement
	1 Intent with Action	• Board Suspension	• VTRA Protocol and RCMP Involvement
Threats	3/2 To be determined by Intent	• Up to 5 days	• Possible VTRA and RCMP Involvement.
	1 Threats with Weapons	• Board Suspension	• VTRA Protocol and RCMP Involvement
Fighting	3/2/1 To be determined by Intent /physical violence, level of injury, etc.	• Up to 5 days • Could be Board Suspension if severe – based on intent and level of violence and/or injury	• Cool off day and mediation (District Behavior Specialist)
Bullying	3/2/1 To be determined by Intent/ intimidation and/or level of injury	• Up to 5 Days Suspension • Could be Board Suspension if severe – based on intent and level or type of intimidation and/or injury	Possible VTRA and RCMP Involvement. Possible Mediation/RJ

References:

BC School Sports Coaching Code of Conduct | BC School Sports. Retrieved 12 October 2022, from <https://www.bcschoolsports.ca/coaching/bc-school-sports-coaching-code-conduct-0>

Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Ministerial Order and Safe, Caring and Orderly Schools: A Guide (2004). (2007). Retrieved 12 October 2022, from https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-safety/facilitators_companion.pdf

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