

Administrative Procedures

<p>AP-409</p> <p>STUDENT BEHAVIOUR</p>	<p>Date of implementation: Fall 2006</p> <p>Date of update: November 15, 2023</p>
	<p>Related Administrative Procedures:</p> <p>AP-407 Student Conduct</p> <p>AP-512 Violence Prevention, clevr Staff Form: Violent Incident Report form</p>

Purpose: To describe the process and steps to be followed when applying disciplinary measures to student behaviours.

The Division is committed to the principle of the duty to act fairly and to developing environments which are physically, emotionally, and spiritually safe and positive. The Division believes that parents, staff, and students must work together to ensure that learning occurs in a safe, orderly, and nurturing environment.

Procedures: Specifically, the Division expects that all interventions on behalf of students must reflect the dignity of the individual, natural justice, and a focus on forgiveness and restitution. Discipline is part of the teaching-learning process. Every effort must be made to teach appropriate behavior to students, while at the same time recognizing that students must be increasingly accountable for their own behavior.

1) General

- a) Schools should be guided in their thinking about challenging student behaviours by the Extreme Behaviours: Prevention and Support Manual. Note that a medical condition may imply a Duty to Accommodate through Human Rights legislation.
- b) Discipline in schools is to stress restitution and correction rather than punishment.
- c) The goal of all behaviour management techniques employed by staff is to provide a positive school climate where the education and wellbeing of students are foremost considerations.
- d) Where safety of others is not considered a risk, the principals and staffs of schools are to attempt to determine causes of misbehavior and to stress rectifying those through a variety of strategies, including, but not limited to those below:
 - i) The teacher and/or principal discuss the student's behaviour with the parent(s)/guardian(s) and collaborate around strategies to positively improve challenging behaviours. (Parents of students who are eighteen (18) years of age or older will need the student's consent to access the student's personal information.)
 - ii) A consistent effort is to be made to change inappropriate behavior to acceptable behavior through various techniques, including coaching and support during recess, lunch and after

school. (Bus students are not to be detained after school hours unless suitable transportation arrangements have been made with the parent/guardian.)

- iii) The teacher assists the student in identifying the behaviour problem, its causes and appropriate alternate behaviours. The teacher discusses the student's behaviour with the principal in an attempt to generate alternative management strategies.
- e) Where the physical safety of self or others is at imminent risk, temporary restraining force may be used. It must not exceed what is reasonable. It must be discontinued as soon as imminent danger of serious physical harm has dissipated. Corporal punishment is not permitted.

2) Suspension (In-School)

To address challenging behaviours and/or misconduct, students may be removed from regular curricular and extra-curricular programming, but not removed from the school campus on a short-term basis.

Students serving an in-school suspension should be placed in an area where they can be supervised and supported. Students receiving an in-school suspension should receive coaching and or behaviour supports from the principal, teacher, and/or the school counsellor.

In-school suspensions should be applied reasonably and judiciously and should be reported to parents and guardians by phone.

3) Suspension (Out of School)

- a) Not more than three (3) days.
 - i) Prior to imposing a suspension, the principal is to refer to the appropriate sections of *The Education Act, 1995*, relating to discipline.
 - ii) In accordance with *The Education Act, 1995*, the principal may suspend a student from school for not more than three (3) days at a time for overt opposition to authority or serious misconduct.
 - iii) When a student is suspended under these provisions, the principal is to report promptly, in writing (using the clevr Student Suspension form Not More Than 3 Days – Suspension Letter/Principal's Report), the circumstances, action taken, length of suspension and plan for student's return to the following persons:
 - Parent/Guardian
 - Director of Education or designate
 - Learning Superintendent
 - iv) A detailed record of the suspension is to be maintained at the school.

b) Four to Ten (4-10) Days

- i) The principal may suspend a student from school for a period of up to ten (10) days for habitual, willful or gross violation of duties of a student or the rules of the school.
 - a) When a student is suspended under these provisions, the principal shall promptly notify the parent/guardian by phone of the circumstances of the suspension and the length of suspension being considered (beyond three (3) days) and inform the student of the same. (The principal can communicate that the suspension will be at least three (3) days in length.)
 - b) The principal is to immediately inform the Director of Education or designate of the circumstances for which a four to ten (4-10) day suspension is being considered.
 - c) The principal will consult with the Director or designate, and others, if appropriate, to determine the length of the suspension.
 - d) The principal shall report, in writing (using the clevr form: Student Suspension Not More than 3 days – Suspension Letter/Principal’s Report), the circumstances of the suspension, length of suspension and plan for the student’s return. The report will also share that:
 - A hearing with the Director or designate is available upon request where parent/guardian may appear and present any relevant information.

The principal’s report will be shared with:

- Parent/Guardian
- Director of Education or Designate
- Learning Superintendent

- e) The Director or designate shall contact the parent/guardian and may confirm, modify or remove the suspension and shall communicate such to the parents/guardians and the principal, in writing (via clevr), and then provide a detailed report to the Board of Education (using the clevr form: Student Suspension Beyond 3 Days – Board of Education Suspension Report).

c) Suspension by Board

- i) The Board may investigate a suspension as described in 3 (b) above through its own involvement or that of a committee.
- ii) The investigation is to occur prior to the date on which the suspension ends.
- iii) The Board, on concluding its investigation, may decide the suspension warrants a period of greater than ten (10) days. The Board may suspend the student from all or any of its schools for a period of not greater than one (1) year.

- iv) If desired, the student and parent/guardian are to be granted a hearing throughout each of the preceding steps.
- 4) Expulsion
- a) The Board, following an investigation or a report of a committee may exclude a student from any or all of its schools for a period greater than one (1) year.
 - b) The student or his or her parent/guardian may, after the expiration of one (1) year, request a review and reconsideration of registration by the Board.
- 5) Reporting and Monitoring
- a) Out of School suspensions throughout the Division will be monitored and tracked by the Director designate.

References:

[Education Act, 1995](#), Part IV, Discipline, sections 148, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 175 and 231

[Extreme Behaviours: Prevention and Response Manual](#) (internal document)

Clevr form: Student Suspension (internal document)

SSBA Duty to Accommodate Students Guide (available upon request)