

Student Conduct Standards and Behaviour Management Procedure

Statement of Principle

The Board of Education believes that it is a responsibility of the school district in partnership with the family and community-at-large to teach, model and actively promote appropriate behaviour and modify unacceptable behaviour. Students are expected to conduct themselves in a responsible and respectful manner in accordance with the [District Code of Conduct Policy #19](#). The Board also believes that every individual is responsible for his or her own behavior and that inappropriate behavior has consequences.

School-Wide Conduct Standards

In addition to compliance with the [District Code of Conduct Policy #19](#), each school will develop school-wide conduct standards in order to help create a positive, successful and safe environment for teaching and learning to take place.

The school-wide conduct standards plan shall reflect the expectation that each individual will:

- Respect themselves, others and property.
- Keep themselves, others and property safe.
- Be actively involved in the educational program.

The school-wide conduct standards plan should:

- be developed in consultation with students, parents and staff;
- protect the rights of teachers to teach;
- protect the rights of students to learn;
- protect the rights of parents to be informed;
- put emphasis on prevention;
- be written to maintain and support the appropriate behaviour of students;
- establish clearly defined behavioural expectations;
- define the process for teaching, and promoting the expected behaviours;
- be clearly communicated to and understood by students, parents, and staff.

Planning for, problem solving and preventing of, and responding to problem behaviour may involve a number of inter-related consequences at three interchangeable levels - classroom, school and district. Students may be subject to an incremental series of disciplinary consequences culminating in suspension from school. Serious infractions of the school rules may result in an immediate suspension. School-wide conduct standards will also apply to student conduct while riding on school district buses.

Restorative Practices

Restorative Practices are an alternative to punitive actions that are aimed at reintegrating students who have done harm such that any disruption to the educational program is minimized as follows:

- Both parties must agree to use a restorative process.
- No additional sanctions should be brought against an offender.
- Parents/guardians are encouraged to participate in the process.
- Restorative practices will preferably be utilized on first offences.

Should either party opt out of a restorative process the matter will be referred back to school/district administration for resolution using alternative methods of disciplinary action.

Suspension

Generally, suspension of students from school should be part of a larger disciplinary process. Records of significant infractions of school rules and related consequences must be kept by the school, including:

- previous intervention strategies;
- ongoing communications with parents or guardians;
- counseling/assistance to students where deemed appropriate;
- follow-up and action plans upon students' return to school.

Principals and Vice-Principals may suspend students from school to a maximum of 10 consecutive school days for any one incident.

Principals may, in consultation with the Superintendent of Schools (or designate), suspend students to a maximum of 20 consecutive school days for any one incident.

Suspensions in excess of 20 consecutive schools days for any one incident may only be levied by the District Discipline Review Committee.

Students who qualify for extra-support from the school district will have their district advocate notified when referred to the Discipline Review Committee in order that the advocate can help to develop the support plan.

Students referred to the District Discipline Review Committee shall result in immediate suspension, either in-school or out-of-school.

Parents or guardians will be notified at the earliest possible opportunity orally and confirmed in writing as follows:

- That the student is suspended pursuant to the *School Act*.
- The length of the suspension.
- The reason for the suspension.
- Conditions for return or reinstatement (if any); and
- The provision and nature of an education program to be provided to the student for the duration of the suspension.

Guidelines for Management of Student Behavior

The following guidelines have been developed subject to the School Act as follows:

Part 1 – Students, Section 2 – Access to Educational Program

A person:

- a) who is of school age, and*
- b) who is resident in a school district is entitled to enroll in an educational program provided by the board of that school district.*

Part 2 - Students and Parents - Division 1, Section 6 – Duties of Students

A student must comply:

- a) with the school rules authorized by the principal of the school or Provincial school attended by the student, and
- b) with the code of conduct and other rules and policies of the board or the Provincial school.

A student attending a school or a Provincial school must participate in an educational program as directed by the board or by the principal of the Provincial School.

Part 2 - Students and Parents - Division 2, Section 7 – Parents' Entitlements and Responsibilities

A parent of a student of school age attending a school is entitled:

- a) to be informed, in accordance with the orders of the minister, of the student's attendance, behavior and progress in school,
- b) on request, to annual reports respecting general effectiveness of educational programs in the school district, and
- c) to belong to a parents' advisory council established under section 8.

A parent of a student of school age attending a school may, and at the request of a teacher or administrative office must, consult with the teacher or administrative officer with respect to the student's educational program.

For any of the misbehaviours listed, the parents/guardians will be contacted. The appropriate district advocate will be notified if a student who qualifies for extra support from the district is suspended.

Principals and Vice-Principals shall consider, but are not restricted to, the consequences guidelines when imposing discipline for specific misbehaviour.

Principals and Vice-Principals shall consider the facts of each case in determining discipline and shall do so in a manner similar to a kind, firm and judicious parent.

Suspensions may be either in-school or out-of-school, at the discretion of the principal or vice-principal.

In all instances DRC refers to the Discipline Review Committee

All referrals to the DRC shall result in immediate suspension.

Recommendations for suspension in excess of 20 days must be referred to the DRC – only the DRC can suspend in excess of 20 days.

Misbehaviour	First Occurrence Possible Consequences	Repeated Occurrence Possible Consequences
1. Distribution of illegal substances (including alcohol)	Restorative Practices Up to 10 day suspension Referral to RCMP Referral to DRC	Referral to DRC Referral to RCMP
2. Use of illegal substances or engaging in drug related activity (including alcohol)	Restorative Practices Up to 5 day suspension Referral to RCMP Referral to DRC	Up to 20 day suspension Referral to DRC Referral to RCMP
3. Willful disobedience / insolence	Restorative Practices Up to 1 day suspension	Up to 3 day suspension Referral to DRC
4. Assault (To Staff):		
a. Physical	Restorative Practices Up to 20 day suspension Referral to DRC Referral to RCMP	Referral to RCMP Referral to DRC
b. Verbal (swearing / gestures)	Restorative Practices Up to 5 day suspension Referral to DRC	Up to 10 day suspension Referral to DRC
c. Verbal Threat	Restorative Practices Up to 10 day suspension Referral to DRC	Up to 20 day suspension Referral to DRC
5. Danger to other students:		
a. Weapons Possession / Weapon real or replica	Restorative Practices Up to 20 day suspension Referral to DRC Referral to RCMP	Referral to DRC Referral to RCMP
b. Assault / dangerous behaviour	Restorative Practices Up to 20 day suspension	Up to 20 day suspension Referral to DRC
c. Fighting	Referral to DRC Referral to RCMP	Referral to RCMP
6. Bullying / Harassment / Discrimination		
a. Intimidation / Instigation / Encouragement of fighting	Restorative Practices Up to 3 day suspension (Elem) Up to 5 day suspension (Sec) Referral to DRC Referral to RCMP	Up to 5 day suspension (Elem) Up to 10 day suspension (Sec) Referral to DRC Referral to RCMP
b. Harassment -- Racial, Sexual, Sexual Orientation, Gender, Disability		

7. Vandalism	Restorative Practices Compensation made Up to 1 day suspension Referral to DRC Referral to RCMP	Compensation Made Up to 3 day suspension Referral to DRC Referral to RCMP
8. Theft	Restorative Practices Items returned or compensation made Up to 1 day suspension Referral to DRC Referral to RCMP	Compensation made / items returned Up to 3 day suspension Referral to DRC Referral to RCMP
9. Disruption / Disturbance of School Activity	Restorative Practices Up to 1 day suspension Referral to DRC Referral to RCMP	Referral to DRC Referral to RCMP
10. Smoking	Up to 1 day suspension	Up to 3 day suspension Referral to DRC
11. Truancy		
a. Class	Make up time Parents contacted	Up to 1 day suspension Referral to DRC
b. Day	Make up time Parents contacted	Up to 3 day suspension Referral to DRC
12. Seatwarming (pattern of occurrence)	Parent contacted Student contract / work completed Up to 1 day suspension	Up to 3 day suspension Student contract / work completed Referral to DRC

Date Adopted: March 2002

Date Amended: April 2008

Legal Reference: School Act

*Cross Reference: [District Code of Conduct Policy #19](#)
[District Direction Policy #1](#)
[Respectful Schools Administrative Procedure #111](#)
[Student Appeals Policy #13](#)*

*Resources: Promoting Safer Schools - An Introduction to Effective Behaviour Support (BC Council of Administrators of Special Education Publication)
 Social Responsibility Performance Standards*