

**SAFE AND CARING SCHOOLS: APPROPRIATE INTERVENTIONS AND
DISCIPLINARY CONSEQUENCES****General**

1. Schools will incorporate a continuum of supports including positive and preventative approaches and strategies, as well as consequences corresponding to the nature, severity and frequency of the behaviour or infraction. The consequences are to be considered in conjunction with the age, grade level, exceptional learning needs, and other factors affecting the individuals to whom this process is applied.
2. Schools will provide reasonable accommodation for students who have exceptional learning needs that affect their behaviour, and when disciplining the student, take into consideration the student's ability to comply and the amount of support required.
3. The teacher, principal, superintendent, and school board will ensure a student's exceptional needs, if any, are considered when deciding whether to suspend or otherwise discipline the student.
4. The student discipline policy will be communicated to school staff, parents and students at the beginning of each school year or upon the registration or enrolment of new students during the year.

Appropriate Interventions and Disciplinary Consequences

The following interventions and disciplinary consequences emphasize positive and proactive strategies that foster student learning, as opposed to punitive and reactive strategies. Negative consequences may be necessary when other approaches to problem behaviour are unsuccessful; however, they are not effective when overused.

The principal must ensure that the school discipline and behaviour management policy, including the consequences for violating the school code of conduct, are consistent with these interventions and disciplinary consequences. The principal maintains the authority to determine which consequence is appropriate in each situation.

Interventions and consequences may be applied as appropriate to the context, but they need not be applied in the order they appear in this document. Schools may expand upon the list of appropriate interventions and disciplinary consequences if the additional items are consistent with this policy.

1. Informal Discussion

A teacher or administrator speaks with the student to reach an agreement regarding the student's behaviour. Parent(s) may be contacted in some circumstances. Students who are 18 years of age or older must give their consent to contact parents. Restitution principles will be used.

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2. **Parental Involvement**
Contact is made with the parent/guardian(s) to discuss the student's specific behaviour and the steps that must be undertaken to change it. The contact could vary from a telephone conversation to a formal conference at the school with parent(s), student, and school personnel.
3. **School Counsellor/Resource Teacher**
A school counsellor and/or resource teacher meets with the student with the specific goal of developing a plan for changing attitudes and improving student behaviour. Parent(s) should be informed.
4. **Formal Interview**
A conference is held with the student, the teacher, and an administrator and/or school counsellor and the parent(s) to develop a plan for changing the student's behaviour. As one example of a plan, it may be useful to conduct a functional behavioural assessment to guide the development of effective positive interventions based on the function of the behaviour.
5. **Withdrawal from Classroom Setting**
Where specific student conduct is deemed to have a negative impact upon the classroom learning environment, the student is withdrawn to a supervised alternate location to complete his or her assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, parent(s) will be informed.
6. **Removal of Privileges**
Privileges such as access to the playground, cafeteria, library, extracurricular activities, and/or bus transportation are removed under certain circumstances. Parent(s) will be informed.
7. **Restitution/Compensation**
The student and/or parent(s) are required to compensate for damages incurred to school division property by the intentional or negligent act of a child. Such compensation may be monetary in nature but could take alternative forms such as community service.
8. **Behaviour Intervention Plan**
In some instances, the student is required to meet specific behavioural standards in order to avoid more severe consequences. Such expectations are developed among the school, the parent(s), and the student. Outcomes are clarified in order to meet the behaviour standards agreed upon. Such an agreement is documented, with copies provided for all concerned parties, including classroom teachers, administrators, parents/guardians.
9. **Education Support Services**
A referral may be made to Education Support Services personnel who can assist school personnel in the remediation of inappropriate student conduct. Such involvement may include a level of counseling or clinical supports for the student that

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is beyond the school's capabilities. Parental permission must be obtained for assessments and/or interventions.

10. Outside Agency/Community Involvement

A referral to an outside agency or a community resource may be necessary to address a student's behaviour (e.g., a physician, adolescent or adult mental health services). In all cases, parental permission must be obtained.

11. Risk / Threat Assessment

The school will respond to all student threats to self or others through administrative action and/or school division risk and threat assessment protocols. Outside agency and/or police involvement may be requested. Parent(s) will be informed.

12. Police Notification

Police notification does not mean that police will lay charges in every situation; however, police should be notified for serious incidents that happen at school, during school-related activities in or outside school, or in other circumstances if the incident has a negative impact on the school environment. School boards should identify the types of incidents that require mandatory and discretionary police notification and ensure that principals are aware of protocols respecting police notification. Parents will be notified unless police direct otherwise.

13. Student Suspension

Alternatives should be considered before suspension (e.g., classroom strategies, in-school alternatives, school-wide programs, and alternative and/or off-site locations).

Suspension from the Classroom - TEACHER

A teacher has the right to suspend students from her/his classroom for a period of not more than 2 days. These suspensions may be applied to a student who engages in conduct

- a) that the teacher considers detrimental to the classroom learning environment, and/or
- b) that contravenes the school's code of conduct.

1. The teacher must make proper arrangements for the care and control of the student(s) suspended from the classroom.
2. The teacher must promptly document and report the suspension from her/his classroom to the principal. When the teacher suspends a student, the principal must decide whether the suspension will be from the school.
3. A parent must be notified immediately when a student is suspended with the reasons for the suspension. The student is not allowed to leave the building before dismissal time until the parent has been notified.

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4. The principal must keep a record of each suspension. In and out-of-school suspensions must be recorded in our Student Information System. The Superintendent must be notified of suspensions of more than two days.

Suspension from the School - PRINCIPAL

A principal may suspend from school a student who engages in conduct that the principal considers injurious to the school's welfare or educational purpose.

The principal may suspend a student from school for a period of up to five school days.

1. A parent must be notified directly by telephone and immediately followed up with a letter when a student is suspended, informed of the reasons, and the terms of re-admission to school on the day following an out-of-school suspension. The re-entry process shall involve the student, parent/guardians, and appropriate staff members. In the case of an out-of-school suspension, the student is not allowed to leave the building before dismissal time until the parent has been notified. Once the parent has been notified, the principal must ensure the student's safe return to home.
2. A principal who suspends a student must promptly document it in the Student Information System by the end of the same school day. Within 24 hours of a student being suspended from school, the principal of the school who suspended the student must give the Superintendent an electronic written report setting out the student's name, the period of suspension, and a description of the conduct for which the student was suspended. A brief divisional report will be provided to the Board in January and September by the Superintendent. The report will include the number of in-school and out-of-school suspensions, incident types as listed in PowerSchool, the number of CFS involved student suspensions and the number of serious incidents by level (early, middle, senior) and by school.
3. The principal shall direct the staff to develop a written plan for students who have been suspended out of school more than two times during a school year.

SUPERINTENDENT

The Superintendent may suspend a student for up to six weeks for conduct that the Superintendent considers injurious to the welfare of the school.

1. A parent must be notified directly by telephone and immediately followed up with a letter when a student is suspended and informed of the reasons. In the case of an out-of-school suspension, the student is not allowed to leave the building before dismissal time until the parent has been notified. Once the parent has been notified, the principal must ensure the student's safe return to home.
2. A Superintendent who suspends a student for up to six weeks shall promptly inform the student's parent of the suspension and the reason for the suspension.

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3. When a student has been suspended by the Superintendent for more than five days the principal of the school must ensure that educational programming is available to the student. Alternative programming may range from work at home, to alternative courses at a different location or distance learning, depending on the student's needs and the length of the suspension.
4. Upon the suspension of a student beyond five days, the Superintendent who suspended the student must give the school board a written report setting out the student's name, the period of suspension, and a description of the conduct for which the student was suspended.
5. If the Superintendent suspends a student for more than five days, the school board shall permit the parent of the suspended student (or the student if 18 years or over) and the suspended student to make representations to the school board about the suspension and the school board may confirm or modify the suspension or may reinstate the student.

Appeals of Disciplinary Decisions

Every school code of conduct must include a process to appeal a disciplinary decision. Students and parents must follow the appeal process. This involves an appeal to the teacher who made the disciplinary decision, then to the school principal if not resolved, then to the superintendent of schools if not resolved, and finally to the Board of Trustees. Exceptions are suspensions in excess of five days and expulsions; in these cases, the appeal goes directly to the Board of Trustees.

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