

DATE: June 6, 2017

TO: Board of Trustees

FROM: Trustee Ken Gibson, Policy Review Committee
Trustee Cheryl Johner, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee Chair

SUBJECT: First Reading, Board Policy HG.BP Student Behaviour and Conduct

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Laurie Barnstable, Marnie Beaudoin, Gail Haydey, Nancy Petersen

REFERENCE: [HG.BP Student Behaviour and Conduct Trustees' Handbook](#) Section 6.1 – Caucus Committee
[Board Policy CH.BP – Framework for Policy Development and Review](#)

ISSUE

The Policy Review Committee is presenting draft Board Policy HG.BP Student Behaviour and Conduct for first reading.

BACKGROUND

- Amendments to the *School Act* contained within Bill 10 came into effect on June 1, 2015. Among other changes, the amended *School Act* places new responsibilities on school boards, parents, and students for ensuring that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- HG.BP Student Behaviour and Conduct (Attachment I) is one of the Board policies that is part of a comprehensive set of policies related to Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments.
- The Policy Review Committee has reviewed the draft Board Policy HG.BP Student Behaviour and Conduct and is ready to bring it forward for first reading.

RELATED FACTS

Revisions to Board Policy HG.BP Student Behaviour and Conduct include:

- Ensuring alignment to section 45.1 of the *School Act*; specifically: the establishment of a District code of conduct which articulates expectations for student conduct, addresses bullying behaviour and consequences for inappropriate conduct. These consequences must take into consideration the context of the student and situation, and ensure supports are provided to the student(s) impacted by inappropriate behaviour and the students who engage in the inappropriate behaviour.
- Adjusting language use to reflect the Board's vision and intent.
- Aligning to the current policy template through the inclusion of a Purpose, Expectations and Accountability statement.

RECOMMENDATION

- That Board policy HG.BP Student Behaviour and Conduct be introduced.
- That Board policy HG.BP Student Behaviour and Conduct be read for the first time and approved for posting on the District website for stakeholder input.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the first reading of policy HG.BP Student Behaviour and Conduct at the June 6, 2017 Board meeting and move the policy to the stakeholder input phase.
2. Decline to approve the policy HG.BP Student Behaviour and Conduct and provide feedback and/or request changes.

CONSIDERATIONS and ANALYSIS

- The current policy HG.BP Student Behaviour and Conduct requires revisions to ensure compliance with amendments to the *School Act*.
- The scheduled review year for policy HG.BP Student Behaviour and Conduct was 2016. Revisions for this policy were made subsequent to the approval of Board policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments.

NEXT STEPS

- September 12, 2017 public Board meeting - A recommendation report requesting second, and third and final reading of policy HG.BP Behaviour and Conduct
- Once approved, policy HG.BP Behaviour and Conduct will be communicated through the District's communication channels.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy HG.BP Behaviour and Conduct

MB:mb

CODE: HG.BP**TOPIC:** Student Behaviour and Conduct**EFFECTIVE DATE:** (dd-mm-yyyy)**ISSUE DATE:** (dd-mm-yyyy)**REVIEW YEAR:** (yyyy)**PURPOSE**

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe, and healthy learning and working environment throughout the District.

To establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.

To establish expectations for student behaviour and conduct, and address consequences and protocols for responding to unacceptable behaviour in accordance with the Alberta *School Act*.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Bullying**
- **Conflict in relationship**
- **Academic Integrity**

POLICY

The Board is committed to ensuring that each student is provided with a welcoming, inclusive, safe, and healthy learning environment that supports high quality learning, respects diversity, and fosters a sense of belonging and a positive sense of self. Students are expected to learn, practice, and demonstrate strong personal and interpersonal character traits and to contribute to the development of caring and productive learning environments.

Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the *Canadian Charter of Rights and Freedoms*, the *Alberta Human Rights Act*, and the *School Act*. As a fundamental principle and as a matter of public policy, The Board believes that all students have the right to learn in settings that promote equality of opportunity, dignity, and respect without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

EXPECTATIONS**A. STUDENT RIGHTS AND RESPONSIBILITIES**

- Students have the right to be treated with dignity, respect, and fairness by other students and staff.

- Students shall be provided with a learning environment that is free from physical, emotional, and social abuse.
- Students and parents shall be informed of the Board's and school's expectations for student behaviour within the school, the school grounds, and during school activities.
- In the event of student misbehaviour, students and parents shall have the right to offer an explanation, and to be informed about consequences of misbehaviour.

B. STUDENT BEHAVIOUR AND CONDUCT

- The Board expects that students behave in accordance with Section 12 of the *School Act* which states that a student shall conduct himself or herself so as to reasonably comply with the following Code of Conduct:
 - Be diligent in pursuing the student's studies.
 - Attend school regularly and punctually.
 - Co-operate fully with everyone authorized by the Board to provide education programs and other services.
 - Comply with the rules of the school.
 - Account to the student's teachers for the student's conduct.
 - Respect the rights of others.
 - Ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school; whether or not it occurs within the school building, during the school day or by electronic means.
 - Positively contribute to the student's school and community.
- Furthermore, students are expected to:
 - Resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Parameters for addressing conflict between students may include counselling, mediation, or forms of restorative practice.
 - Demonstrate digital citizenship through the appropriate and ethical use of school and personal technology.
 - Ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

C. UNACCEPTABLE BEHAVIOUR

- Students are accountable for their behaviour toward other students whether or not it occurs on school property or within the school day. Where that behaviour spills into the school environment and threatens the safety of others or disrupts the learning environment, there may be consequences for the behaviour.
- Examples of unacceptable behaviour include but are not limited to:
 - Behaviours that interfere with the learning of others and/or the school environment.
 - Behaviours that create unsafe conditions.
 - Acts of bullying, harassment, threats, or intimidation whether it be in person, indirectly, or by electronic means.
 - Physical violence.

- Retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern.
- Any illegal activity such as:
 - Possession, use, or distribution of illegal or restricted substances.
 - Possession or use of a weapon.
 - Possession, use, display, or distribution of offensive messages, videos or images.
 - Theft or possession of stolen property.

D. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

- Unacceptable behaviour may be grounds for disciplinary action, and provides an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution, and social skills development.
- Consequences for unacceptable behaviour must take into account the student's age, maturity, individual circumstances, and frequency of misconduct. The specific circumstances of the situation and of the student are taken into account when determining appropriate responses to misbehaviour.
- The consequences for unacceptable behaviour may include, but are not limited to:
 - Assignment of a student to an alternate supervised location, when behaviour is disruptive, disrespectful, or destructive.
 - Short term removal of privileges.
 - Interventions such as positive behaviour supports, contracts, counselling, restorative practices.
 - Replacement or retribution for loss of or damage to property.
 - In-school or out-of-school suspension.
 - Recommendation for expulsion.
 - Referral to police.

While this policy addresses consequences for inappropriate behaviour, support shall be provided to students impacted by inappropriate behaviours as well as to those students who engage in the inappropriate behaviour.

ACCOUNTABILITY

The Superintendent of Schools shall be responsible for ensuring the implementation of this policy through appropriate regulations and communication with District staff. Furthermore, the Superintendent shall provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report.

This policy will be made available to all staff of the Board as well as District students and parents and will be reviewed every year by the Board's Policy Review Committee.

REFERENCES

AE.BP - Welcoming, Inclusive, Safe and Healthy Learning Environments
 AD.BP - District Vision, Mission, Values, and Priorities
 AE.BB.BP - Wellness of Students and Staff
 DKB.AR - Appropriate Use of District Technology

FA.BP - Human Resources Framework
FBCA.AR - Respectful Working Environments
FBEB.AR - Workplace Violence
HED.BP - Student Attendance
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
HG.AR - Student Behaviour and Conduct
HGD.BP - Student Suspension and Expulsion
Glossary of Terms
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
School Act s. 1(1)(b.1), 12, 16, 24, 25, 45.1