

**DATE:** September 12, 2017

**TO:** Board of Trustees

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

**SUBJECT:** Second, and Third and Final Reading of Board Policy HG.BP Student Behaviour and Conduct

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE STAFF:** 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

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## ISSUE

The Policy Review Committee is presenting HG.BP Student Behaviour and Conduct for second, and third and final reading.

## BACKGROUND

The Policy Review Committee reviewed HG.BP Student Behaviour and Conduct to ensure it is in compliance with the *School Act*. The draft policy was brought forward for first reading at the June 6, 2017 public Board meeting and then posted for public consultation. The Policy Review Committee considered stakeholder feedback to inform the draft policy coming forward for second and third reading.

## RELATED FACTS

HG.BP Student Behaviour and Conduct was scheduled for review in 2013. This review was delayed to enable the new policy to reflect anticipated revision to the *School Act*. To support the intention of the amended *School Act* a new Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments was developed and implemented to serve as a parent policy to a comprehensive set of supporting policies, including HG.BP Student Behaviour and Conduct.

The District invited stakeholders to provide feedback to the policy through an online survey. The survey was open from June 7 to July 5, 2017. The District received 453 responses, representing the following groups:

- parents (187)
- staff members (135)
- students (79)
- principal/decision unit administrators (42)
- community members (9)
- professional organizations (1)

The majority of stakeholders surveyed indicated they did not have concerns with the Purpose statement (91.7%), Definitions (88.0%), Policy section (89.3%), Expectations (76.7%), or Accountability statement (90.1%) of the draft policy.

Several stakeholders provided written feedback on the policy. Themes that emerged from written stakeholder feedback included:

- requests for clarification around the terms “bullying” and “conflict in relationship”
- comments to indicate that student behaviour and conduct is a shared responsibility among students, staff, parents, and relevant stakeholders
- support for the importance of the role of parents in student conduct and behaviour
- statements that express values about consequences for unacceptable student behaviour
- suggestions for simpler wording and phrasing

After reviewing stakeholder feedback, the following changes have been made to HG.BP Student Behaviour and Conduct:

- provision of a reference to the *School Act* in the definition of “Bullying”
- changing the term “Conflict in Relationship” to “Conflict” and redrafting the definition
- edits to ensure consistent use of language throughout the policy
- moving a statement that supports respect for diversity from the Policy section to the Expectations section of the document
- addition of the following elements in Unacceptable Behaviour (Section C):
  - restricted substances
  - replica weapons
  - District administrative regulations and school-based codes of conduct
  - reference to Section 12 of the *School Act*
- changes to Consequences for Unacceptable Behaviour (Section D 3):
  - removal of involvement of police; the opportunity to work with other community supports, such as Edmonton Police Services, is not a consequence, thus not appropriate to be included in this section. Working in partnership with community supports is a key District strategy towards student success
  - removal of meeting with parents; working in collaboration with parents to support student success is a strategy and not a consequence
  - the addition of Attendance Board

Upon revision, HG.BP Student Behaviour and Conduct was reviewed by General Counsel and the District Support Team.

## RECOMMENDATION

1. That Board policy HG.BP Student Behaviour and Conduct be read for the second time.
2. That Board policy HG.BP Student Behaviour and Conduct be read for the third time and approved.

## OPTIONS

1. Approve the second and third readings of Board policy HG.BP Student Behaviour and Conduct.
2. Decline to approve Board policy HG.BP Student Behaviour and Conduct and provide feedback and/or request changes.

## **CONSIDERATIONS and ANALYSIS**

- The current Board Policy HG.BP Student Behaviour and Conduct requires revisions to ensure alignment to the *School Act*.
- The scheduled review year for HG.BP Student Behaviour and Conduct was 2013.

## **NEXT STEPS**

1. Once approved, Board policy HG.BP Student Behaviour and Conduct will be posted on the District website.
2. Once approved, the Superintendent will ensure the policy is provided to all staff, students and parents, in alignment with the *School Act*.

## **ATTACHMENTS and APPENDICES**

ATTACHMENT I Draft Board policy HG.BP Student 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, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging 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 responses 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 also found in a Glossary of Terms (linked in References).

- **Bullying** is defined in the *School Act* as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”
- **Conflict** occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.
- **Academic Integrity** is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources, and conduct themselves ethically in the completion of assessments and examinations.

## POLICY

The Board is committed to ensuring that each student is provided with a welcoming, caring, respectful and safe 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 positive personal and interpersonal character traits that contribute to the development of productive learning environments.

## EXPECTATIONS

### A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect, and fairness by other students and staff.
2. Students are expected to respect diversity and refrain from demonstrating any form of discrimination on the basis of 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.
3. Students and parents will be informed of the Board's and school's expectations for student behaviour and conduct.

## B. STUDENT BEHAVIOUR AND CONDUCT

1. The Board expects that students behave in accordance with Section 12 of the *School Act*. Section 12 states that students will conduct themselves so as to reasonably comply with the following Code of Conduct:
  - a. be diligent in pursuing the student's studies;
  - b. attend school regularly and punctually;
  - c. co-operate fully with everyone authorized by the Board to provide education programs and other services;
  - d. comply with the rules of the school;
  - e. account to the student's teachers for the student's conduct;
  - f. respect the rights of others;
  - g. ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
  - h. 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; and
  - i. positively contribute to the student's school and community.
2. Furthermore, students are expected to:
  - a. resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation, or forms of restorative practice;
  - b. use school and personal technology appropriately and ethically;
  - c. 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

1. Students are accountable for their behaviour whether or not it occurs on school property or within the school day. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.
2. Examples of unacceptable behaviour include but are not limited to:

- a. behaviours that interfere with the learning of others and/or the school environment
- b. behaviours that create unsafe conditions
- c. acts of bullying, harassment, threats, or intimidation whether it be in person, indirectly, or by electronic means
- d. physical violence
- e. retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern
- f. possession, use or distribution of substances restricted by federal, provincial, municipal, District or school authorities
- g. any illegal activity such as:
  - i. possession, use or distribution of illegal substances
  - ii. possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others
  - iii. possession, use, display, or distribution of offensive messages, videos or images
  - iv. theft or possession of stolen property
- h. any breach of rules and expectations established by District administrative regulations or a school-based code of conduct
- i. failure to comply with Section 12 of the *School Act*

#### D. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable behaviour may be grounds for disciplinary action, and provides the student with 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.
2. 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 must be taken into account when determining appropriate responses to unacceptable behaviour.
3. When a student engages in unacceptable behaviour, consequences may include, but are not limited to:
  - a. temporary assignment of a student to an alternate supervised area within the school
  - b. temporary assignment of a student to an alternate learning location
  - c. short term removal of privileges
  - d. interventions such as positive behaviour supports, contracts, counselling, restorative practices
  - e. replacement or retribution for loss of or damage to property
  - f. in-school or out-of-school suspension;
  - g. referral to Attendance Board; and or
  - h. recommendation for expulsion
4. Consequences for unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour.

## **ACCOUNTABILITY**

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with District stakeholders, including staff, students and parents. Furthermore, the Superintendent will 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 publicly available, provided to all staff, students and parents, and will be reviewed annually.

## **REFERENCES**

AE.BP - Welcoming, Inclusive, Safe and Healthy Learning Environments

AD.BP - District Vision, Mission, Values, and Priorities

AEBB.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*

*School Act* s. 1(1)(b.1), 12, 16, 24, 25, 45.1, 126-130