

Administrative Procedures Manual	Administrative Procedure 350
	Student Code of Conduct
	APPROVED: September 2013
Page 1 of 4	AMENDED/REVIEWED: September 2019, June 2018
LEGAL REFERENCE:	Section 8, 11, 31, 32, 36, 37, 52, 53, 196, 197, 222, 257 Education Act Supporting Positive Behaviour in Alberta Schools (3 volumes) Occupational Health and Safety Act Prevention of Youth Tobacco Use Act Smoke-free Places Act

Student Discipline

Background

Grande Prairie Public School Division is committed to providing a welcoming, caring, respectful and safe inclusive learning environment that respects diversity and fosters a sense of belonging, wherein students feel physically, psychologically, socially and culturally secure. This commitment is actualized within a structure of Positive Behavioural Supports.

The Education Act, requires that students contribute to a welcoming, caring, respectful and safe learning environment, respect the rights of others and to comply with the code of conduct of the school. (Education Act, Section 31). The Student Code of Conduct sets consistent, firm and reasonable limits to behaviour in line with student and group needs. A positive school climate creates an environment in which each student is free to learn to the best of his or her ability and contributes to the prevention and reduction of misbehaviours in school.

Parents/guardians have a responsibility to the success of the student in complying with section 31 and to contribute positively to a welcoming, caring, respectful and safe learning environment by supporting the school in providing supports and services. (Education Act Section 31 (g))
Teachers are responsible for maintaining order and discipline among the students while they are in school, on school grounds or at Division events. (Education Act Section 196 (f))

Positive Behavioural Supports is a school wide collaborative effort to design and implement strategies, practices and interventions for teaching, coaching and reinforcing skills required for academic and social success at school. A responsive approach is built on the premise that when universal supports are provided consistently for all students, the majority of students will thrive. More targeted and individualized supports are planned for and implemented as necessary. (Supporting Positive Behaviours in Alberta Schools, Alberta Education, 2008).

It is recognized that a well-structured and co-developed approach to student conduct at the school and classroom level will attend to most behavior issues. It is also recognized that grade-level and school-based teams of teachers, professionals, and administrators can create the necessary conditions for behavioural success for most students.

The Grande Prairie Public School Division Student Code of Conduct outlines expectations for student behaviour including:

- Acceptable and unacceptable conduct
- Principles regarding discipline

Administrative Procedures Manual	Administrative Procedure 350
	Student Code of Conduct
	APPROVED: September 2013
Page 2 of 4	AMENDED/REVIEWED: September 2019, June 2018
LEGAL REFERENCE:	Section 8, 11, 31, 32, 36, 37, 52, 53, 196, 197, 222, 257 Education Act Supporting Positive Behaviour in Alberta Schools (3 volumes) Occupational Health and Safety Act Prevention of Youth Tobacco Use Act Smoke-free Places Act

- Consequences related to failing to meet expectations for behavior and conduct

Definitions

Acceptable Behaviour: Acceptable behavior is behavior that conducive to a safe and caring learning environment that fosters academic, social, and emotional development among individuals and groups. This includes the following:

- attend school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student’s education,
- ensure that the student’s conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, and respects the rights of others in the school,
- refrain from, report, and not tolerate bullying or bullying behaviour directed towards others in the school, whether or not it occurs within the school building, during the school day, or by electronic means,
- comply with the rules of the school and the policies of the Board,
- co-operate with everyone authorized by the Board to provide education programs and other services,
- be accountable to the student’s teachers and other school staff for the student’s conduct, and
- positively contribute to the student’s school and community.

Unacceptable Behaviour: Unacceptable behavior, whether or not the behaviour occurs within the school building, during the school day or by electronic means, is that which detracts from a welcoming, caring, respectful and safe learning environment. Unacceptable behaviour negatively impacts the academic, social, and emotional development among individuals and groups. A student exhibits unacceptable behaviour when they have displayed an attitude of willful, blatant, and repeated refusal to comply with the expectations outlined in section above.

***A list of examples of unacceptable behavior can be found in the Grande Prairie Public School Division [Student Code of Conduct](#). Please note that this is not a comprehensive list.

Administrative Procedures Manual	Administrative Procedure 350
	Student Code of Conduct
	APPROVED: September 2013
Page 3 of 4	AMENDED/REVIEWED: September 2019, June 2018
LEGAL REFERENCE:	Section 8, 11, 31, 32, 36, 37, 52, 53, 196, 197, 222, 257 Education Act Supporting Positive Behaviour in Alberta Schools (3 volumes) Occupational Health and Safety Act Prevention of Youth Tobacco Use Act Smoke-free Places Act

Discipline Principles: The Division adopts the following principals regarding discipline measures:

- Discipline measures should foster mutual respect, teach social responsibility and encourage the development of self-discipline on the part of the student.
- Appropriate student conduct will be established largely through the use of effective student management strategies and the development of a welcoming, caring, respectful and safe environment in classrooms, schools.
- Preventive discipline measures are the most effective. Early action to resolve discipline concerns is desirable.
- Implementing and maintaining the student code of conduct within the classroom is the responsibility of the teacher.
- The use of school-based resource teams is recommended where appropriate. Involvement of Division resource personnel and community agencies is encouraged.
- Student behaviour that does not comply with the school code of conduct should be dealt with promptly.
- Disciplinary measures should be implemented in a fair manner. To ensure that disciplinary measures are fair, decisions regarding the use of specific disciplinary measures should take into account the nature of the behaviour, the effect of the behaviour upon others, previous conduct of the student, the age, maturity and individual circumstances of the student and other relevant factors.
- Support will be provided to students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour.

Consequences for failing to adhere to School/Division Code of Conduct

- The Education Act provides for progressive consequences including suspension for a period of up to 5 days (Section 36) and Suspension with a recommendation for Expulsion (Section 37). These are addressed in Administrative Procedure 355.

The Division supports the following consequences related to discipline:

- Problem solving, monitoring or reviewing behaviour expectation with student and reprimand;
- Parental involvement;
- Referral to attendance board;

Administrative Procedures Manual	Administrative Procedure 350
	Student Code of Conduct
	APPROVED: September 2013
Page 4 of 4	AMENDED/REVIEWED: September 2019, June 2018
LEGAL REFERENCE:	Section 8, 11, 31, 32, 36, 37, 52, 53, 196, 197, 222, 257 Education Act Supporting Positive Behaviour in Alberta Schools (3 volumes) Occupational Health and Safety Act Prevention of Youth Tobacco Use Act Smoke-free Places Act

- Temporary removal of privileges;
- Detention of student;
- Temporary exclusion of student from class;
- In-school suspension;
- Out-of-school suspension;
- Behaviour contract with student;
- Restitution for property damage to an individual or board;
- Assessment of student to develop appropriate programming;
- Reassignment of educational location;
- Involvement of police; and,
- Expulsion from a school or all Division schools.

Procedures

1. It is the Principal's responsibility to establish expectations around developing a welcoming, caring, respectful, and safe learning environment. School administration set discipline expectations within the school.
2. The Principal must ensure that a school wide progressive discipline plan within a Positive Behaviour Supports framework is collaboratively established, documented and reviewed regularly with the school community and is consistent with and follows [Administrative Procedure 359 – Welcoming, Caring, Respectful and Safe Learning Environments](#).
3. Teachers are responsible for creating and maintaining environments wherein students feel physically, psychologically, and socially secure. Teachers will address behaviours using global or targeted interventions as required. They will also involve the administration when necessary.
4. The Principal or designate will lead case management teams to support persistent behavioural or discipline issues.