

Administrative Procedure		Nicola Similkameen Public Schools
Section:	District Administration	
Title:	Student Behaviour and Discipline	

Purpose

To outline the procedures and guidelines to prevent, respond to, and repair incidents of student behaviour that disrupt or harm a safe, caring and respectful school environment.

The District shares a responsibility with parents and the community to prepare students as responsible citizens who contribute to a safe, caring, and orderly school and a socially responsible society.

Clearly stated, well-publicized, fairly and consistently enforced expectations play a role in supporting and sustaining safe, caring, and respectful working environments by:

- Promoting a sense of security
- Promoting committee
- Reducing stress
- Promoting students' capacity for self-regulation
- Supporting classroom teachers' efforts to increase learning time
- Facilitating communication and cooperation amongst staff, parents/guardians, and the community.

This administrative procedure recognizes the First People's Principles of Learning and the importance of providing learning opportunities, restitution, and restorative practices as alternatives to suspension. It is important to note that some behaviours will result in suspension.

1. Expectations for Behaviour

- 1.1 Student discipline will, consistent with the *School Act*, be similar to that of a kind, firm, and judicious parent, and not include corporal punishment.
- 1.2 Under the direction of the principal, school will establish, publicize, enforce, review, and revise, as necessary, clearly stated expectations for student behaviour. These will:
 - 1.2.1 be framed in positive language;
 - 1.2.2 form the basis of the schools' code of conduct;
 - 1.2.3 emphasize and promote positive behaviour;
 - 1.2.4 address instances where students do not fulfil their duties as students,
 - 1.2.5 be in keeping with students' age, abilities, and developmental levels;
 - 1.2.6 exist on a continuum in which the severity of consequences will match the severity of the behaviour concerned (in terms of intent, severity and frequency);
 - 1.2.7 involve the use of alternatives which include counseling, mediation, and restorative justice measures where appropriate;
 - 1.2.8 maintain the dignity of all parties;
 - 1.2.9 apply to all activities at all times.
- 1.3 When other efforts have failed, or the severity of the behaviour warrants it, consequences may involve suspension of privileges, including:

- 1.3.1 Use of District transportation services (bussing);
- 1.3.2 Attendance in a program in the school; and/or
- 1.3.3 Attendance at school.

2. **Suspension of Students from School**

- 2.1 The school principal has the overall responsibility for the maintenance of student discipline and school rules. Under the general supervision of the Superintendent, and under the authority of the *School Act*, a principal or their designate may suspend a student.
 - 2.1.1. Alternative consequences should be considered in place of suspension , where appropriate.
- 2.2 The principal, or designate, may suspend a student if:
 - 2.2.1. a student willfully refuses to comply with the code of conduct and other rules and policies of the Board or school, or
 - 2.2.2. the behaviour of the student has a harmful effect in or jeopardizes the safety and/or well-being of others.
- 2.3 Principals will, wherever appropriate, consult with staff and/or parents/guardians prior to suspending a student.
- 2.4 Principals will report to parents/guardians the circumstances of the suspension, its duration, and the conditions by which the suspension will be terminated. This can be done in person by telephone, email, or another form of electronic communication.
 - 2.4.1. The principal will follow up with a formal letter, a copy of which shall be forwarded to the Assistant Superintendent.
 - 2.4.2. A copy of the letter will be added to the student’s cumulative file.
- 2.5 The suspension may take one of several forms, or some combination of these:
 - 2.5.1. from a specific school program, or part of a program, commonly called an “in-school” suspension;
 - 2.5.2. from attendance at school for either a full or a part day, commonly called an “out-of-school” suspension;
 - 2.5.3. from use of the District Transportation Services (bussing).
- 2.6 Students who are assigned an in-school suspension shall report regularly to school for the duration of the in-school suspension and shall work under the supervision of designated school staff.
 - 2.6.1. Arrival and departure times, and break times, of in-school suspended students may be modified from the regular school timetable.
 - 2.6.2. Involvement in school-related social and extracurricular activities may be curtailed.
- 2.7 Students who are assigned an out-of-school suspension shall:
 - 2.7.1. remain free and clear of the school, school grounds, and school functions whenever and wherever they occur, for the duration if the suspension, unless the principal or their designate has made specific alternate arrangements.
 - 2.7.2. not participate in school-related social or extra-curricular activities;

- 2.7.3. not have the privilege of access student transportation services (bus) for the duration of their suspension;
 - 2.7.4. report to the principal or designate at the end of the suspension period, to review any conditions of re-entry that may have been stipulated.
- 2.8 Students who are suspended from school per the *School Act* will have an educational program available to them while under suspension and will have the opportunity to complete work/assignments off site.
- 2.9 Should a suspension of greater than five (5) days be considered appropriate to the severity of the student's behaviour the Superintendent or their designate shall convene a suspension review committee as soon as practical following notification of the suspension.
- 2.9.1 The committee shall consist of the Superintendent or their designate, a principal or vice-principal (of a school other than the students'), and one trustee. For at-risk students, including Indigenous students and those students those with an Individual Education Plan, the Director of Indigenous Education and/or Director of Inclusive Education shall be requested to sit on the committee to best represent the student's educational needs.
- 2.10 The student and their parents/guardians and the principal and/or vice-principal will be invited to attend a portion of the suspension review meeting to review and share information relevant to the suspension under consideration.
- 2.10.1 The meeting date and time will be set in consideration of the parents'/guardians' and principal's/vice-principal's availability.
- 2.11 After meeting with the student and parents/guardians, the committee will make a decision regarding the suspension and outline the plan for school re-entry.
- 2.11.1. The student shall not return to school until all criteria and required actions identified in the plan have been met.
- 2.12 The Superintendent or designate shall inform the parents/guardians of the committee's decision, in writing.
- 2.13 The Board will receive a formal report regarding the suspension review and terms for re-entry.
- 2.14 In extreme circumstances, a return to school may not be advisable. An educational program may be refused to a student 16 years of age or older if that student:
- 2.14.1. has refused to comply with the code of conduct, other rules and policies, or
 - 2.14.2. has failed to apply themselves to their studies.
- 2.15 Principals are reminded that, consistent with the *School Act*, s.11 and the Board Bylaw No. 5, a student or parent/guardian may appeal a decision involving suspension that significantly affects the education, health or safety of the student.

3. Suspension of Student Transportation Privileges

- 3.1 Students making use of the District's transportation services (bussing) are subject to their school's code of conduct and the disciplinary authority of the principal. Student will comply with all reasonable requests of operators (bus drivers).
- 3.2 Operators will report to the principal any instances where a student's behaviour negatively affects the safe and orderly operation of the service or in which the safety or well-being of other students is threatened.
- 3.3 A principal or vice-principal or designate:
 - 3.3.1 may suspend transportation privileges from a student or up to five consecutive school days provided notice is given to the parent/guardian period to the withdrawal of services, and/or alternate interim transportation is arranged.
 - 3.3.2 shall report the suspension of services to the Superintendent or designate.
 - 3.3.3 may recommend a longer period of suspension to the Superintendent or designate.
- 3.4 For suspensions of service in excess of five days, the Superintendent or their designate shall meet with the principal and/or vice-principal to review the suspension and make a determination regarding the reinstatement of the student's transportation privileges.
 - 3.4.1. For at risk students, including Indigenous students and those students with an Individual Education Plan, the Director of Indigenous Education and/or Director of Inclusive Education may be requested to attend the meeting to best represent the student's educational needs.
- 3.5 The student and their parents/guardian and/or bus driver will be invited to attend a portion of the meeting to receive and share information relevant to the transportation suspension under consideration.
 - 3.5.1. The meeting date and time will be set in consideration of the parents'/guardians' and principal's/vice-principal's availability.
- 3.6 In view of student safety considerations, the following guidelines are provided to assist principals and bus drivers in dealing with student behaviour that results, or might result, in suspension of transportation privileges:
 - 3.6.1. **Morning:** If the behaviour occurs on the way to the school, the bus driver shall convey the student to school and ensure that the school principal is notified as quickly as possible in the morning, If the student behaviour is severe enough to warrant an immediate suspension of transportation privileges, the parent(s)/guardian(s) of the student are to be notified by the school principal and requested to make other transportation arrangements for their child.
 - 3.6.2. **Afternoon:** When the occurs during the afternoon run, the student must be transported to their appropriate drop-off point and informed that their behaviour is serious enough to warrant immediate suspension of transportation privileges, and that a recommendation to that effect will be made to the principal. Following this, the bus driver must notify the school principal of the problem. The school principal shall then notify the student's parents that the student's transportation privileges have been suspended. If the principal cannot be contacted, the driver shall notify their supervisor who will then be responsible for advising the student's parents/guardians that transportation privileges are suspended until the matter has been addressed by the school principal.

4. Suspension as a Result of Vandalism

- 4.1 Where an act or acts of vandalism have resulted in a suspension, the suspension will not be lifted until restitution had been made unless otherwise determined by the principal, in consultation with the parents/guardians and Superintendent or designate.

These procedures apply to all students and staff of Nicola Similkameen Schools, including K-12 students and adult students.

- Creating and maintaining a safe, caring, and respectful school environment begins with all adults interacting with students and building trusting relationships with them.
- All adults in schools, including staff, parents, volunteers, trustees, and school visitors, have a responsibility to model calm, caring, and respectful behaviour.
- Incidents of behaviours that are harmful to self, others, or property will be investigated in a timely and sensitive manner that respects confidentiality and dignity.
- Underlying causes of behavioural incidents will be investigated and, where possible, a plan to respond to such issues will be developed and implemented.
- Behaviours are considered holistically, and planning is considered for the prevention of behaviours, responses to behaviours in the classroom, school, and district level, and repairing relationships or property when harm has occurred.
- Principals and their designates are authorized under the School Act (Sections 20, 25, 26, 177) to maintain a safe and orderly school, and as such, have full authority over students' and other' access to the building and property.

5. Prevention

Behaviour is a form of communication and often represents unmet needs or undeveloped skills. All schools will engage in proactive, preventative measures to reduce the likelihood of behaviour that can harm or disrupt the learning environment. Preventative measures include:

- All adults modelling safe, caring, and respectful behaviour;
- All adults in the building are present and attentive to possible behavioural cues
- Building trusting, caring, and reciprocal relationships with and among students, staff, and parents;
- Teaching social and emotional skills (including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). These skills are taught and reinforced across grade levels and environments;
- Teaching safety behaviours, including online safety and substance use prevention;
- Teaching the safe and responsible use of tools, such as cell phones;
- Using effective research-based strategies such as Emotion Focussed School Support (EFFS) and Trauma Informed Practices (TIP);
- Establishing equitable and inclusive learning environments;
- Creating learning opportunities that allow all students to be successful and to contribute to the classroom and school community;
- Organizing learning spaces that allow for flexibility and choice for students;
- Developing positive school cultures;
- Partnering with parents and having open and ongoing communication with them;
- Providing clear behavioural expectations and developing criteria for success.
- Behaviour guidelines in classrooms should be consistent with school-wide expectations outlined in the school's Code of Conduct;
- Preparing a school Code of Conduct in collaboration with students, staff, and parents and clearly communicating and teaching the expectations outlined in the document;

- Establishing predictable routines and structures for students and staff to follow.

6. Response

Responsive measures will be taken when unsafe, unkind, or disrespectful behaviour disrupts the learning environment or creates harm. Where responsive measures are required, a variety of factors will be considered, including the age and developmental level of the student(s) involved, the severity and frequency of the incident(s), the intent, the impact, whether the behaviour is a manifestation of the student's disability, and context. Care will be taken to ensure responses are equitable and free from bias. Responsive measures are progressive in nature and must be age-appropriate and reflect the intellectual and emotional development of the student. Responsive measures can include, where appropriate:

- Education
- Verbal discussion/reminder (redirection)
- Student self-reflection
- Restitution
- Conflict Resolution
- Restorative action (if all parties agree to this process)
- Indigenous Healing and Sharing Circle
- Counselling
- Functional Behaviour Assessment
- Meeting with family and school teams

The search of a student's locker or property if reasonable grounds exist of a threat or violation of policy (see section 5 below).

Violent Threat Risk Assessment (VTRA) if a student exhibits serious threat-making or violent behaviour or the possibility of such behaviour is made known to us by a credible third party.

Referral to Discipline Review Committee (DRC) (All referrals to the DRC result in immediate suspension until the DRC meeting is held (see section 6 below).

A suspension (in-school or out-of-school) or detention.

A report made to the RCMP.

Where responsive measures are required, parents will be informed in a timely manner. Parents of victims will also be informed as soon as possible.

We lose the opportunity to teach skills and help students practice safe, caring, and respectful behaviour when they are excluded from school. Wherever possible, we seek to keep students in school. Responses to misbehaviour are progressive and only result in suspension in extreme circumstances (including repeated offences). Behaviours that affect the safety of self or others may result in immediate suspension.

When students are suspended from school, they will be provided with an educational plan.

7. Repair

Repairing relationships and/or property after harm has occurred is an important step in restoring safety, belonging, and care in school communities. Restorative practices are an important element in repairing harm. Planning should give consideration to:

- Processes for welcoming a student back into the classroom or school after suspension or time away;
- Repairing relationships between students or between students and staff;
- Repairing damage done to property, including financial repair.
- A plan of support for the victim(s) of an incident may be necessary and will be created

- in consultation with the victim and their parents/guardians. A plan of support may include:
- Meeting with the school counsellor, youth care worker, Indigenous liaison worker, or other school support personnel;
- Creating a schedule to reduce or eliminate contact with the perpetrator;
- Restorative practices, with their consent;
- Other measures determined to assist the student.

8. Conducting Searches

- Although a student attending school has a reasonable expectation of privacy, that expectation is less when the student is on school property than it would be in other circumstances.
- Teachers and school principals are responsible for providing a safe environment and maintaining order and discipline in the school. This responsibility may require them to search students and to seize prohibited items.
- The Principal, Vice Principal, or approved designate may conduct random locker searches to ensure compliance with school board policy regarding intoxicating or controlled substances and weapons.
- Principals and vice principals may conduct a search of a student's personal property, locker, desk, backpacks, purses, or any area where a student's possessions may be stored if there are reasonable grounds to believe that policy has been or is being violated and that evidence of the violation will be found in the location searched. The following may constitute reasonable grounds in this context:
 - Information received from a student believed to be credible;
 - A staff member's or administrator's observation; or
 - Any combination of sources of information which the relevant authority considers credible.
- Body searches will not be conducted. Students may be asked to empty their pockets and remove outer clothing (hats, jackets, shoes, etc.).
- The search will be conducted in a sensitive manner in a private setting and be minimally intrusive. A second staff member will be present, whenever possible, while a search is being conducted.
- Where weapons or illegal or banned substances are found they will be considered forfeited and may be provided to the police.
- Where there is the possibility of prosecution as a result of evidence found, the police will be contacted to conduct the search to ensure that any evidence seized will be admissible in court.

9. Discipline Review Committee (DRC) Process (name under review)

DRC meetings are held when a student has been suspended for a serious offence affecting the safety and well-being of students and/or staff, or destruction of property. 6.2. The purpose of the DRC meeting is to review the events leading to the serious offence and to problem-solve by determining an appropriate placement and/or creating a plan for a safe and effective reintegration with the school community. The DRC is a formal meeting and typically only occurs once in a student's school career and should be taken seriously. Therefore, a formal DRC does not usually happen in elementary school.

formal DRC may consist of:

- Assistant Superintendent (Chair)
- Director of Instruction Student Services
- District Principal of Indigenous Education (if the student identifies as Indigenous)
- School Principal (or V.P)
- 1 – 2 Principals
- Parent/Guardian(s) and student

An informal, or site-based DRC is help when a concerning pattern of behaviour or serious incident has occurred in younger grades. A site-based DRC may consist of:

- Assistant Superintendent or Director of Instruction
- Director of Indigenous Education (if the student identifies as Indigenous)
- Parent/Guardian(s) and student
- School-Based support
- Upon request, a support person (i.e. Indigenous Student Advocate)

A parent/caregiver can appeal a decision of the formal DRC committee, within 30 days of the decision. Prior to submitting a Notice of Appeal form that can be obtained from the school or school district office, it is expected the parent/guardian will discuss the issue in a constructive manner with the Chair of the DRC.

10. **Communication**

The principal, vice principal, or designate will contact the parents/guardians of victims and perpetrators as soon as practically possible after an incident and after safety is ensured. Confidentiality of all parties will be respected.

Notation: Nothing in this procedure shall restrict a students' legal or civil right to file a complaint with the BC Human Rights Tribunal, or any other legislative body.

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Date Amended:

Cross Reference: